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ABSTRACT

The Portland Area Vocational Technical Education Consortium (PAVTEC) was created to enhance and strengthen the working partnerships between Portland Community College and local high schools in order to provide high quality, articulated vocational technical programs. PAVTEC's third annual report highlights activities which have added to the momentum of the 2 + 2 high school and community college articulation effort. The report considers the past, present, and future of the consortium; recognition and effects of the project beyond the membership of PAVTEC; project financing from the Carl D. Perkins Vocational Education Act and other sources; and budgets and expenditures from 1986 to 1990. In addition, the report reviews PAVTEC activities, including information on program management and organization, efforts to meet the needs of handicapped and disadvantaged students, the selection of a 2 + 2 demonstration project, the development of articulated vocational programs and a 2 + 2 + 2 model curriculum, staff development, forecasting, counseling, marketing, strategic planning, student tracking, evaluation, and articulation incentives. The report also offers data on student and district participation and provides an outline of PAVTEC's three-year plan. After discussing future plans to institutionalize articulation, curriculum development, and funding, the report summarizes the accomplishments of PAVTEC in the areas of instruction, faculty involvement, information dissemination, project promotion, and communication, coordination, and management. Attachments to the report include a list of PAVTEC Council members; a list of proposals approved for articulation projects; materials on provisions for special needs students; details on funding; copies of pertinent legislation; a list of programs funded through the Oregon Workforce 2000 Act; a matrix showing articulated courses; procedures for recording grades; and a sample project newsletter. (JMC)

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CONNECTIONS FOR THE FUTURE
THROUGH VOCATIONAL TECHNICAL 2 + 2 PROGRAMS

Annual Report
April 1989

Portland Area Vocational Technical Consortium

JC 890 258

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PORTLAND AREA VOCATIONAL TECHNICAL EDUCATION CONSORTIUM

Region IX - Oregon Regional Cooperative Vocational Technical Program

District Members

Portland Community College	Dr. Daniel Moriarty, President
Banks School District	Mr. Will Duke, Superintendent
Beaverton School District	Dr. Boyd Applegarth, Superintendent
Forest Grove School District	Mr. Gary Lucas, Superintendent
Gaston School District	Mr. Fred Loomis, Superintendent
Hillsboro School District	Mr. Jim Tacchini, Superintendent
Lake Oswego School District	Dr. William Korach, Superintendent
Newberg School District	Mr. Wes Smith, Superintendent
Portland Public Schools	Dr. Matthew Prophet, Superintendent
St. Helens School District	Mr. Gus Spiropulos, Superintendent
Sappoose School District	Mr. Jack Blair, Superintendent
Sherwood School District	Dr. Bill Hill, Superintendent
Tigard School District	Dr. Russell Joki, Superintendent
Vernonia School District	Mr. Ed Dannielson, Superintendent
Columbia County ESD	Mr. Bud Lippold, Superintendent
Washington County ESD	Dr. Lee Christiansen, Superintendent

Associate Members

Northwest Regional Educational Laboratory
Oregon Department of Education Division of Vocational Education
Oregon Alliance for Program Improvement
Private Industry Council
Tektronix, Inc.
Associated General Contractors (AGC)
International Business Machines (IBM)
Oregon Bureau of Labor and Industries
Regional Coordinators of Vocational Technical Education
State Advisory Council/Career Vocational Education

Message to the President and Superintendents

The third annual report of the Portland Area Vocational Technical Education Consortium (PAVTEC) highlights activities which have added to the momentum of the 2+2 high school and community college articulation effort. Special thanks go to those who represent you and your district. Through their assistance and dedication, PAVTEC continues to develop new avenues for articulation.

The Past

Articulation between the high schools and the community college was very limited in the 1960's and 1970's. The early 1980's saw some efforts between Hillsboro and Portland Community College and in 1984 agreements were forged with the Portland Public Schools. Also, at that time meetings were held to begin the development of a regional effort under the direction of the Washington County ESD Regional Coordinator. The Regional Cooperative effort became official in 1986 when Federal Carl Perkins vocational funds were made available for articulation efforts through the Division of Vocational Education, Oregon Department of Education. Since 1986, the funding has supported the development of "models" for connection, development and implementation of programs. The organizational structure to manage needed major implementation and improvement has also been developed and put into place.

The Present

Progress continues in the articulation effort. More programs are connected and more parents, teachers and students are involved. A tracking system has been developed to monitor the increased enrollment of secondary students in the 2+2 connected programs. Greater attention is given to the special needs of handicapped and disadvantaged students. Counselors have become involved, and principals joined with PAVTEC in the Fall of 1988 to give direction and advice. This past year also saw the direct involvement of business, industry and labor.

High school and community college districts continue to give "in kind" support to the activities designating administrators and/or teachers to participate in articulation activities as well as continue their other duties. This takes place even though some high schools operate within the "safety net" and have limited funds.

Students continue to benefit. Their teachers have received inservice for upgrading skills. Counselors can help students plan their courses with the 2+2 Tech Prep Handbook leading to community college training. Principals have helped direct the 2+2 connection, and more programs are connected with the community college. High school students earned 783 college credits this last year - an increase of 149% over the previous year. Students should benefit even more significantly this academic year.

Message

The Future

Models and structure for more extensive articulation are in place because of past efforts. Opportunities for students, better communication, sharing of resources, cooperation, and strong awareness of programs exist because of the funding available to regional cooperative planning and the Consortium's effort. Respect for the articulation effort has increased significantly to the point that bills supporting 2+2 articulation are emerging during the 1988-89 legislative session.

Many opportunities remain for 2+2 articulation efforts. Participation on the part of students, teachers, counselors, parents, administrators as well as business, industry and labor can be increased. Curriculum must be updated based on new technology and industrial needs. Faculty need upgrading inservice to keep consistent with new technology and updated curriculum. Better agreements can be developed. Increased attention must be given to special needs students. With increased emphasis and support, many of the identified objectives can be met. The future holds many opportunities for the 2+2 high school and community college articulation endeavor. Thank you for your continued support of this important project.

Donald M Johnson

Donald M. Johnson, Chair
Portland Area Vocational-Technical
Education Consortium (PAVTEC)

Mission Statement

The mission of PAVTEC is to enhance and strengthen the working partnerships between Portland Community College and the high schools within the college district (Region IX) in order to provide the highest quality articulated vocational technical programs to citizens in the Portland area.

Connections

The magnitude of regional cooperative planning extends beyond the membership of PAVTEC. The 2+2 articulation effort has been given state-wide emphasis by the Division of Vocational Technical Education. State legislation has been sponsored by the subcommittee of the Joint Trade and Economic Development Committee. National attention was provided to 2+2 high school community college connections in legislation introduced by Representative William D. Ford. Also, the new version of the Carl Perkins Act has provisions for 2+2 high school - community college vocational technical articulation.

National

Members of PAVTEC and a Board member from Portland Community College made a presentation on the PAVTEC approach to 2+2 high school community college articulation to the American Association of Community and Junior Colleges in Washington, DC in April, 1989. A similar presentation was made to the Community College Trustees Association in the Spring of 1988. A presentation was made in January, 1989 to administrators and faculty at Delgado Community College in New Orleans, Louisiana. They have expressed strong interest in PAVTEC materials and implementation strategies which make articulation work. Visitors from Alaska, North Dakota and Indiana have heard about PAVTEC through local presentations.

State

The Division of Vocational Technical Education, Oregon Department of Education, provides leadership in guiding the 2+2 high school community college articulation effort. The state has 18 regions for Regional Cooperative Vocational Technical program planning which concentrate on articulation. Approximately $500,000 per year has been put into this state-wide effort. Due to strong state and local leadership, the state regional programs have made significant gains.

Community College

Presentations of 2+2 high school community college connections have been made at Regional Coordinator's meetings as well as state-wide community college vocational technical deans meetings regarding the 2+2 connection. Three community colleges have joined forces with the Oregon Alliance in the Portland metropolitan area to develop a reporting approach on articulation activities. Community college administration and regional coordinators within the Portland metropolitan area have been meeting to discuss possible coordination efforts that would enhance students' 2+2 options within their districts.

Connections

High School

Many of Region IX's thirteen high school districts (27 high schools) participate with Portland Community College in a very strong approach to 2+2 tech prep articulation. Communication among teachers in some districts has been enhanced because of PAVTEC articulation projects.

Through strong support in some districts, more has been accomplished than in other districts. PAVTEC has a history of working with program administration and faculty who are enthusiastic about participation. Connections have been more successful with PAVTEC district principals who have assisted by their strong position of leadership.

Business and Industry

Five new Associate Members have been added to the PAVTEC Consortium Representative Council. They represent apprenticeship, private schools, and the State Advisory Council for Career and Vocational Education. Represented are the Associated General Contractors, Oregon Bureau of Labor and Industry, International Business Machines (IBM), and Oregon Institute of Technology. Continuing members include the Northwest Regional Educational Laboratory, Department of Vocational Education, Oregon Alliance for Program Improvement, the Private Industry Council and Regional Coordinators. We look forward to participation and advice from our new members as well as previous members.

Financial Highlights

Carl Perkins Vocational Education Act (Federal Funds)

Funding for the state's Regional Cooperative Vocational Technical Program began in 1986-87. PAVTEC's (Region IX) funding level for Program Improvement and Disadvantaged and Handicapped program support is shown in the five year revenue profile below. Funds are made available through a portion of the state's Carl Perkins Funds for Vocational Education. Note that funding to Disadvantaged and Handicapped has been discontinued as of 1989. Program Improvement funding will continue through fiscal year 1990-91.

The 5 Year Revenue Profile

Funding in actual dollars relies on Carl Perkins funds made available through the Division of Vocational Technical Education, Oregon Department of Education. Local districts contribute "in kind" resources in staff time which also attributes to the success of the articulation process.

FIVE YEAR REVENUE PROFILE

	1986-87	1987-88	1988-89	1989-90	1990-90*
FEDERAL					
Program Imprvmnt	76,314	76,314	81,360	90,981	92,855
Disadvantaged	50,058	50,058	87,000	0	0
Handicapped	20,106	20,106	22,715	0	0
STATE					
2+2 Articulation	0	0	0	?	?
LOCAL					
General Fund	0	0	0	0	0
Vocational Grants	0	0	0	?	?

*Estimated

Financial Highlights

State 2+2 Funding Potential

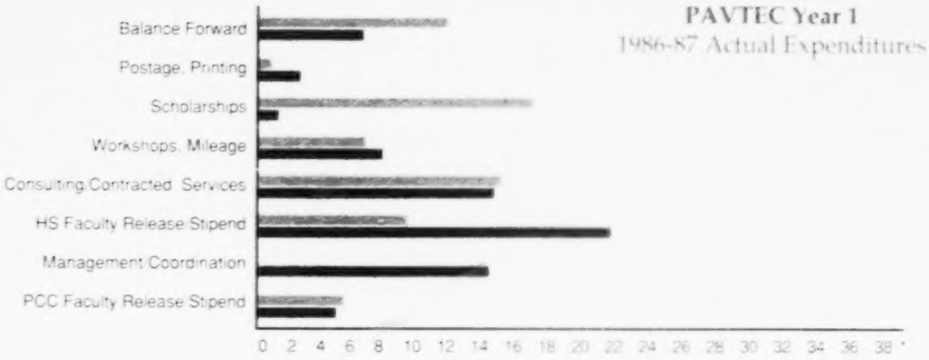
The Workforce 2000 Act, Senate Bill 1158, was developed in early March, 1989. This Act has provisions for connecting community colleges to secondary schools, businesses and other trainers. As this report goes to press, the Bill is in the Trade and Economic Development Committee of the Oregon Legislature.

Local Funds

Funds continue to be used from local districts as they become available through local general fund dollars and special allocations from the Oregon Department of Education for local district education program improvements.

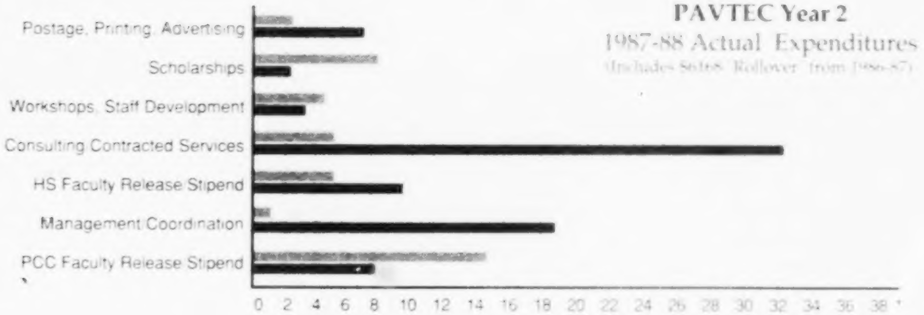
One accessible revenue source for possible articulation efforts is the Federal Carl Perkins Vocational Fund allocated to local districts by the State Division of Vocational Education. These funds can be used for tuition payments, contracted classes, transportation of students, and acquisition of equipment and materials for cooperative programs. Some districts have also chosen to incorporate portions of their State School Improvement Grant funds also available through the Oregon Department of Education to assist with local 2+2 connected programs.

Expenditures and Budgets -- 1986-1990



PAVTEC Year 1

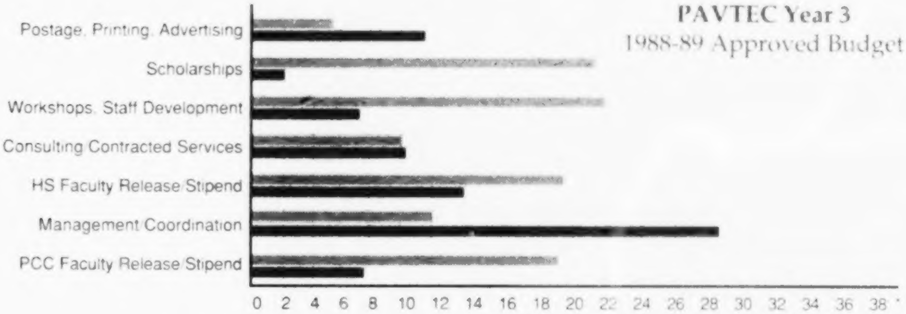
1986-87 Actual Expenditures



PAVTEC Year 2

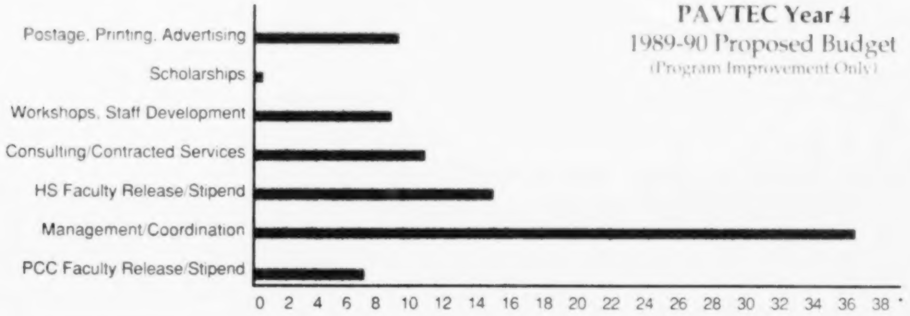
1987-88 Actual Expenditures

(Includes $6168 "Rollover" from 1986-87)



PAVTEC Year 3

1988-89 Approved Budget



PAVTEC Year 4

1989-90 Proposed Budget

(Program Improvement Only)

▨ **Disadvantaged and Handicapped**

■ **Program Improvement**

*** In thousands of dollars**

Results

The 1988 PAVTEC Annual Report called for completion of a number of priorities developed under a Three Year Plan for 1988-91. In an effort to address those priorities the program management format and organization was restructured.

The following section is designed to show the organization and delivery model established to meet the Three Year Plan projection for this past year. The program management and organization lays out the structure for implementation and reports. The Special Needs Task Force and the Consortium subcommittees outline the results of each committee.

The Steering Committee continues to address those areas in the Three Year Plan not covered by the subcommittees through the appointment of special ad hoc committees. Those reports complete the results of this year's effort on the Three Year Plan.

Program Management and Organization

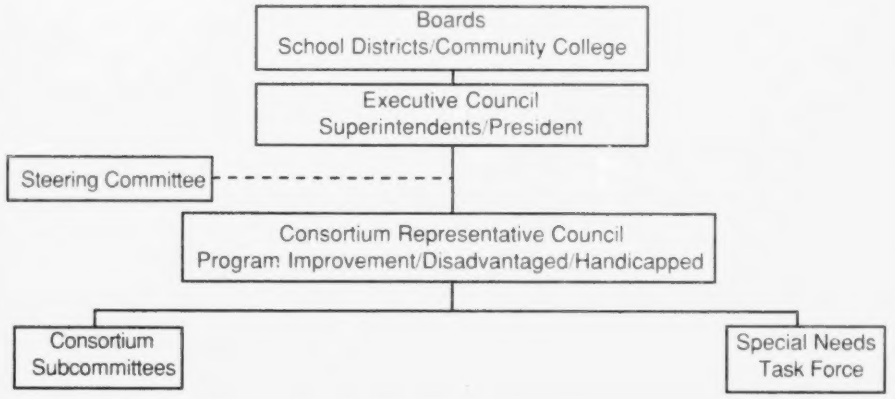
A new approach in the organization and management of PAVTEC has contributed a great deal to a successful year. The Consortium Representatives Council formed subcommittees to address and implement the provisions of the three year plan. The subcommittees include members from the participating districts.

The Steering Committee continues to hold monthly meetings to plan, review and discuss issues to forward to the Consortium Representatives Council which meets bi-monthly.

The Special Needs Task Force continues to meet monthly to provide sharp focus on the disadvantaged and handicapped program as an extension of the Consortium Representatives Council.

By-laws relating to the governance of PAVTEC have been submitted to the Consortium Representative Council for review and will be voted upon this Spring. They must be ratified by the President and Superintendents before they become official governing rules.

ORGANIZATIONAL STRUCTURE


Boards
School Districts/Community College
Executive Council
Superintendents/President
Steering Committee
Consortium Representative Council
Program Improvement/Disadvantaged/Handicapped
Consortium Subcommittees
Special Needs Task Force

PAVTEC Special Needs Task Force -- Sherry Robinson

The Special Needs Task Force continues to meet monthly to review progress of the special needs program and to continue work on implementation of the three year plan. Activities this past year included the reprint and update of the special needs directory. A transition form to be used between high schools and the community college to relay pertinent information about students' special needs was completed and this will be introduced region-wide for both disadvantaged students and handicapped students.

Cluster workshops for vocational programs were completed in:

- Early Childhood Education for faculty from high schools and the community college. This focused on communication and working with LEP students.
- Drafting workshop was incorporated into Demonstration Project.
- Automotive/Diesel/Auto Body have plans in process for fall workshop to focus on both LEP students and students with disabilities.

The counselor workshops were coordinated with the Program Improvement Task Force in conjunction with Admissions/Advising at PCC to conduct sessions on concerns for LD students. Also, connections were made with junior high school parents of students with disabilities. Activities focused on services, programs, and classes accessible to students, process for obtaining such and information on transitioning after high school.

PAVTEC region schools were offered a one-credit orientation program for LEP students from Portland Public Schools in conjunction with PCC's Admission/Advising Department. This will be repeated this spring.

Portland Public School's mini-proposals focused on information for students through visitations with community college staff. Resource room instructors and faculty from bilingual programs received information on financial aid, registration, placement testing, and program planning.

Beaverton and Hillsboro High School District's proposal focused on information for:

- Career interest testing for all juniors and seniors in Resource Rooms/Special Education
- Transition fairs for each group introducing them (seniors) to PCC/RC programs/services.
- Support from counseling department in career choices.

The Special Needs Task Force is developing a matrix to indicate the basic skills necessary for success in the vocational/career programs at PCC. The goal for future activities is to integrate Special Needs students into vocational programs and subsequently into the articulation process established for students with special needs. Strategic planning priorities for next year include:

- Student identification/assessment
- Staff development (parents, students, staff)
- Adaptation of Vocational/Career programs
- Program continuance
- Marketing/promotions
- Management/evaluation

Challenges have been identified as:

- Awareness and acceptance
- Services
- Resources (human and financial)

Results

Demonstration Project Subcommittee -- Robert Hammann

The PAVTEC Demonstration Project Committee met early in the school year and selected the Benson High School Drafting Program to be the focus of the 2+2 effort. The subcommittee developed a draft mission and components statement for the project which staff members from Benson High School and PCC revised. A variety of staff members from each institution were selected to be a part of the project. Those represented included drafting, math, science and English teachers, counselors and administrators.

It was determined from the February 22, 1988, meeting that a half-day workshop was needed to work on the mission statement, project components, integration of basic skills, vertical articulation, Disadvantaged/Handicapped student involvement and governance of the project. The workshop is scheduled for April 11, 1989. Key members from both staffs are beginning to become excited about the possible benefits from this endeavor for students in the Portland area.

Program Continuance/Improvement Subcommittee -- Dolores Turville

The subcommittee on Program Continuance/Improvement addressed the goals of the Three Year Plan through information meetings for new high school faculty representatives and for PCC faculty and administrative representatives. The high school PAVTEC Consortium Representatives were surveyed to determine each district's articulation interests. Currently, articulation is being expanded through mini-proposal efforts in the following vocational programs:

- Agriculture
- Automotive Service Technology
- Business and Office Administration
- Machine Technology
- Auto Body Repair
- Drafting
- Graphics

New articulation is developing through mini-proposal efforts in the following programs:

- Aviation Maintenance Technology
- Trade Extension/Apprenticeship
- Health Occupations
- Landscape Technology

The inclusion of basic skills necessary for success in articulated programs through applied technology curriculum is planned.

Other programs being considered for articulation this year include:

- Accounting
- Early Childhood Education
- Food Services
- Building Construction
- Electronic Engineering
- Marketing

The high school and PCC faculty representatives are meeting for the annual review of letters of agreement. Agreements will be updated and streamlined; competencies will be discussed; curriculum will be aligned; new areas of articulation will be determined; and opportunities for Special Needs students will be identified.

A matrix for each high school (listing programs, course credits, faculty and administrative representatives and test sites) is available. A high school Resource Book is being developed which will include program agreements policies and procedures and Special Needs information.

2+2 Tech Prep Program and the "2+2+2" Model -- Dave Hata

The 2+2 Tech Prep Program in electronics is in its third year of funding by the Fund for the Improvement of Post-secondary Education (FIPSE) US Department of Education. The 2+2+2 Tech Prep model in electronic engineering technology, directed by David M. Hata, links PCC's associate degree program to six high school electronics clusters and to the Oregon Institute of Technology's upper-division program.

Major components of the FIPSE funded project include the development of a model curriculum and its implementation in a variety of high school settings, faculty development through a series of one day inservice workshops for laboratory improvement, and replication of the program in other engineering technology disciplines and in other colleges.

An equipment grant from Tektronix, Inc., has enabled the college to loan equipment in the form of Tektronix 2225 dualtrace oscilloscopes to participating high schools who have formal articulation agreements with the colleges. The model curriculum will be published in report form this summer and will be available for distribution after September 1, 1989.

Six one day inservice workshops have been held over the past two years. These workshops have focused on major curriculum components, the use of instrumentation and new instructional methods.

Staff Development Subcommittee -- Marli Perry

The purpose of the Staff Development Committee was to organize and implement inservices, workshops and training for high school and PCC instructors for professional and technical growth. The following are this year's implementations:

Winter Term
- Welding Lab at Rock Creek Campus to increase technical knowledge
- Five week Spreadsheet course for business teachers

Spring Term
- Five week beginning and Advanced Spreadsheet course for business and vocational education teachers
- Mini-grants for high school and PCC instructors to pay for specific professional development needs (i.e., specific workshops conferences, visitations, classes, etc.)

Summer Term
- Principles of Technology training session

Results

Forecasting And Counseling Subcommittee -- Pat Fery/Al Miller

Fifty-nine high school counselors from twenty-five PAVTEC schools received in-service training during the 1988-89 school year. Workshops were conducted to provide counselors with tools and know-how to advise high school students about 2+2 programs for forecasting. Counselors were given a copy of PAVTEC's 2+2 Tech Prep Planner: A Counselor Handbook. The workshops also included information about admissions, costs, financial aid and transition services for Portland Community College.

Four high schools have adopted PAVTEC's Student Guide to 2+2 Tech Prep Programs. The Guide contains programs and courses which these high schools have connected to Portland Community College through PAVTEC.

Marketing And Communication Subcommittee -- Nancy Cross

The Marketing and Communications Subcommittee has worked to make people aware of PAVTEC and the 2+2 program. 10,000 brochures and 1,000 posters were printed and distributed to all high schools and were a visual success. The major marketing strategy was the Principal's breakfast and the Counselor breakfast meetings. Both were very well attended, and Principals and Counselors are much more aware of the mission of PAVTEC.

New Avenues For Articulation &Partnerships Subcommittee -- Larry McClure

The New Avenues for Articulation Subcommittee made progress on the following fronts:

- Five new members from the private sector were added to the Consortium to provide a business/industry perspective to regional planning efforts.
- Discussions were initiated on a potential collaborative project involving local high schools in several districts, Portland Community College, and Meridian Park Hospital initially. The tentative concept centers on health-related careers to help meet an emerging shortage through the beginning of the next century.
- The possibility of creating a forum of advisory committee chairs in one or more vocational program areas is being broached.
- The possibility of students accessing vocational programs across their borders. PAVTEC heard a progress report from the Mt. Hood Regional Planning Consortium on the Vocational Interdistrict Program (VIP) operating in East Multnomah County.

Strategic Planning -- PAVTEC Steering Committee

The Consortium Representative Council met in May, 1988 and initiated a formalized planning process where components, goals and objectives as well as action steps, responsibilities and resources for PAVTEC priorities were developed. PAVTEC committees were then charged to address these plans as part of their activities. A planning meeting is scheduled for May, 1989 to review, refine and modify the goals as well as determine priorities for 1989-1990.

Student Tracking -- PAVTEC Steering Committee

A process has been designed to follow-up on identified students who received articulated credit at the high school and either matriculated to the community college or pursued some other endeavor. The follow-up will assist in evaluating the impact of the 2+2 high school - community college articulation effort.

Evaluation and Reporting -- PAVTEC Steering Committee

Evaluation of PAVTEC and the Region IX approach to articulation is underway by the Oregon Alliance and the Division of Vocational Education, Oregon Department of Education. Three other regions of the Oregon Regional Cooperative Vocational Technical (RCVT) Program will undergo similar impact evaluations in April and May, 1989

Provisions have been made in the 1989-90 proposal for a third party evaluation of PAVTEC. These evaluations will be part of the 1990 annual report.

Reports on PAVTEC activities are submitted to the Division of Vocational Education. An annual report is submitted to the Portland Community College President and to District Superintendents.

Articulation Incentives Ad Hoc Committee -- Yvonne Vitko

The Articulation Incentives Ad Hoc Committee met in the fall of 1988 to review the scholarship applications received in late spring of 1988. The committee members selected the applicants who would receive a scholarship and also determined the amount of scholarship monies to be allotted for each winner.

Names of winners were submitted to the PAVTEC Chair and PAVTEC Coordinator and a check was made to determine if the selected winners were currently enrolled in the Portland Community College approved articulation program. The winners were notified of their selection and they were featured in an article in the PAVTEC newsletter.

Suggested procedures were made to enhance the awarding of scholarships in the future.

Results

Student Participation

The following summary indicates the credits earned by high school students in articulated courses. In 1987-88, 147 students earned a total of 783 community college credits in 262 courses. These courses are recorded on an official Portland Community College transcript as they are earned an become part of the student's record. The articulation agreements allow the credit to substitute for specific course requirements in programs at the college.

ARTICULATION CREDIT AWARDS SUMMARY

Participation	1986-87	1987-88	% Increase
Districts	9	10	11
High Schools	12	20	67
Programs	6	7	17
Students	81	147	81
Grades Issued	131	262	100
Credits Earned	315	783	149

District Participation

Letters of Agreement between the high school district and the community college formalize the articulation process. Specific courses which have been articulated at the high school and community college as well as key instructors who are responsible for content and grading are identified in the agreement. Such agreements are then signed by officials of the district. The following is a summary of letters of agreement.

HIGH SCHOOL/COMMUNITY COLLEGE
LETTERS OF AGREEMENT
by Program Area

Program Area	District(s)	High School(s)
Agriculture	2	2
Auto Body Technology	1	1
Automotive Service Technology	1	7
Business - Office	12	24
Diesel Service Technology	1	1
Drafting Technology	7	17
Early Childhood Education	3	7
Electronic Engineering Technology	3	6
Graphics	1	1
Industrial Occupations	1	1
Machine Technology	2	2
Marketing	1	1
Mathematics	13	27
Medical Terminology	1	1
Landscape Technology	1	1
Welding Technology	10	16

While district participation varied, all 13 high school districts have participated in specific program areas in which they are interested. Following is a listing by districts.

HIGH SCHOOL/COMMUNITY COLLEGE
LETTERS OF AGREEMENT
by Districts

District	Agreements
Banks	5
Beaverton	4
Forest Grove	5
Gaston	2
Hillsboro	7
Lake Oswego	2
Newberg	4
Portland	12
St. Helens	6
Scappoose	4
Sherwood	3
Tigard	4
Vernonia	2

Three-Year Plan

The Three-Year Plan as introduced Spring of 1988, is now close to the end of the first year of implementation. As reported in the results section of this report, progress is being made in all areas. One new dimension was added to the plan as the 1989-90 proposal for funding was developed. That dimension is to work toward institutionalizing articulation. The following is an outline of the three year plan.

THREE-YEAR PLAN
1989-1990-1991

I Demonstration Project
II Program Continuance and Improvement
III Staff Development
IV Incentive for Articulation
V Strategic Planning for Articulation
VI Program Forecasting and Advising
VII Student Tracking and Follow-up
VIII Marketing and Communication
IX New Avenues for Articulation and Partnerships
X PAVTEC Management and Organization
XI Evaluation and Reporting
XII Institutionalizing Articulation

Future Directions

Institutionalizing Articulation

The 2+2 articulation process has provided a new dimension to high school and community college vocational technical education in the state of Oregon. Attention to connecting programs between the high school and the community college has expanded into special needs, counseling inservice, and many other dimensions not originally envisioned. Articulation should be a regular and common occurrence between institutions and within an institution. The goal of institutionalizing articulation is to make the articulation process a common occurrence, one that is expected and supported and one that becomes common language at each of the 27 high schools and the community college in Region IX.

Curriculum

Curriculum efforts for upgrading articulated programs include the infusion of basic skills curriculum into the ongoing vocational-technical 2+2 connected programs. Many programs have already undergone a review and articulation process. Efforts are now being made to infuse articulated math with existing vocational-technical programs. In an effort to assist this process, the community college is evaluating applied math models acquired through the Oregon Department of Education Curriculum Consortium. Also under review for possible program implementation during the 1989-90 year, are models for applied communications.

The Principles of Technology program is being taught in some of the Region's high school vocational-technical programs. Efforts are underway to expand usage and incorporate appropriate principles in community college programs where the concepts enhance ongoing curriculum.

The other major area of review involves the use of competency based curriculum. Models of various competency curriculum and management systems are currently being reviewed with the Oregon Department of Education for possible inservice programs to be scheduled for the fall of 1989. The goal is to incorporate competency based curriculum into the 2+2 connection by the end of the current three year plan.

Funding

The strong possibility for passage of pending state legislation that will set policy and provide state funding for connected secondary and community college programs promises to bring the state of Oregon into full partnership with local schools, colleges, and the Federal government in 2+2 program development. An infusion of state funds can provide the resources required to implement those programs most crucial to Oregon's economic recovery and needed by young people and adults. Connecting programs not only between secondary and post-secondary but with business and industry in a true 2+2 partnership will assure the most effective programs possible.

Summary

After three years of planning, communicating, learning and connecting, PAVTEC can count an impressive list of accomplishments. They are found under the four following headings.

Connected Instruction

- 16 vocational education program areas articulated with the Portland Community College.
- 27 high schools participating in articulation activities
- 60 Letters of Agreement to connect and articulate that involve 115 high schools in various combinations.
- 228 students have earned 343 grades with 1,098 credits awarded in articulated courses.
- 7,276 high school students have participated in a vocational education interest survey.
- 25 Special Needs students attended PCC under PAVTEC scholarships in both connected and regular vocational programs.
- Special Needs Transition Record form developed and implemented to promote effective movement of disadvantaged and/or handicapped students from high school to community college.

Faculty Involvement

- 127 high school and community college faculty participated directly in articulating 16 different vocational technical programs.
- 62 high school counselors and 15 PCC counterparts participated in professional development/information workshops.
- 75 instructors from 4 vocational program areas working on modifying regular vocational programs to meet requirements of special needs students.

Information and Promotion

- 200 "2+2 Tech Prep" videos have been distributed to counselors, libraries and parent and student groups.
- 10,000 2+2 "Your Guide to Success" brochures distributed to students and 3,000 to parents in the Hillsboro District.
- 500 "2+2 = Success" posters distributed and posted throughout the region.
- 25 presentations/speeches made to various groups, conferences and organizations in Oregon and 7 other states on the PAVTEC program.
- 250 2+2 Tech Prep Planners distributed to schools.

Summary

Communication, Coordination and Management

- Comprehensive, three year plan developed; updated and extended annually.
- Nearly 30 meetings of PAVTEC Steering Committee, representing investment by participating organizations of over 1,000 person hours, worth over $20,000 in direct support of the PAVTEC enterprise.
- Bi-monthly meetings (15 in 3 years) of the Consortium Council, fostering regular communication and joint planning among key adminstrators and representatives of participating districts, agencies and private companies.
- Special Needs Task Force of 22 members devoted over 1500 person hours worth more than $30,000 in direct support through monthly and special meetings over a three year period.
- Establishment of 10 subcommittees of the PAVTEC Steering Committee involving nearly 100 practitioners in developing and implementing goals and objectives of the strategic plan.
- Addition of 5 new private sector and other agency representatives to the Steering Committee and Consortium Council.
- Development of automated office procedures, new data and information bases, regular assessment and reporting capabilities, and regular office staff support persons.
- Publication of a PAVTEC Newsletter on a regular basis since 1987.
- Annual event to recognize efforts and achievements of the people who make things happen through PAVTEC.
- Annual report covering highlights of previous years activity, presented at an annual meeting of the Executive Council of PAVTEC (which is comprised of the 13 District Superintendents of Schools and the President of Portland Community College).

In addition to these signal outcomes, PAVTEC has continued to act as a leveraging force in developing essential resources required to ensure quality instructional programs throughout the region. The organizational approach, with its dependence upon an active "can-do" oriented steering committee, effective subcommittees charged with specific responsibilities and provided with resources to act, and a simple, communication-sensitive governance structure, has served to leverage additional people, time, information and dollar resources well beyond those supported by the available Federal funds.

The PAVTEC enterprise is shaping up as a creative and effective component of the systems that will supply productive, competitive workers for the 1990's and into the 21st century. The continuing, clear focus on providing the highest quality vocational technical education to all citizens of the PAVTEC area is producing tangible results, both in quantity and quality. Oregon's vocational education community promotes vocational education throughout Oregon with the slogan "It's Working!". The same can be said for PAVTEC.

CONSORTIUM REPRESENTATIVE COUNCIL

Portland Community College

Donald M. Johnson, Associate Vice President, Vocational Technical Education
Sherry Robinson, Associate Dean, Student Development, Rock Creek
Carol Lee Boone, Supervisor, Curriculum, Ross Island
Bob Dixon, Department Chair, Engineering, Sylvania
Don Fiser, Associate Vice President of Enrollment and Marketing Sylvania
Don McInnis, Executive Dean, Casade
Bob Palmer, Dean of Student Development, Sylvania
Dolores Turville, Faculty, Rock Creek
Don Uppendahl, Associate Dean, Sylvania
Jim Van Dyke, Executive Dean, Rock Creek
Paul Williams, Vice President of Educational Services, Sylvania

Associate Members

Ron Anderson, Director, Training Services, Associated General Contractors (AGC)
Thomas P. Zollner, State & Local Government, Advisor, International Business Machines, (IBM)
Larry McClure, Director of Education and Work Program, Northwest Regional Educational Laboratory
Dan Dunham, Executive Director, Oregon Alliance for Program Improvement
Tom Zandoli, Coordinator, Field Services, Oregon Alliance for Program Improvement
Jeff Triplett, Associate Director, Oregon Bureau of Labor and Industries
Darrell Ward, Assistant Superintendent, Division of Vocational Education, Oregon Dept. of Education
Michael Hartman, Associate Director of Metro Campus, Oregon Institute of Technology
Chuck Forster, Vice Pres., Private Industry Council
Linda Huddle, Youth Program Coor. PIC
Cora Smith, Member, State Advisory Council Career and Vocational Education
Ron Munkres, Regional Vocational Technical Coordinator, Washington County ESD

Steering Committee

Chair: Donald M. Johnson, Associate Dean of Instruction, Portland Community College

Dan Dunham, Executive Director, Oregon Alliance for Program Improvement

Bob Hammann, Principal, Scappoose

Alan J. Miller, Director of Career/Vocational and Community Education, Hillsboro High School District

Ron Munkres, Regional Vocational Technical Coordinator, Washington County Education Service District

Sherry Robinson, Assoc. Dean, Student Development, Portland Community College

Warren Rathbun, Supervisor of Career and Vocational Education, Portland Public Schools

Darrel Ward, Assistant Superintendent, Division of Vocational Education, Oregon Department of Education

[Plus Chairs of subcommittees and Associate Members]

High School Districts

Banks
Gene Harp, Principal

Beaverton
Deborah Sommer, Coordinator, Curriculum
Len Case, Vice Principal, Aloha
Dan Meddock, Chair, Counseling, Aloha
Barbara Kokich, Vice Principal, Beaverton
Dick Mace, Counselor, Beaverton
John Gaul, Vocational Education Coordinator, Sunset

Forest Grove
Don McGinnis, Director of Instruction
Ginger Arnold, Vocational Education Coordinator

Gaston
Gerry Hodges, Administrative Assistant

Hillsboro
Alan J. Miller, Director of Career/Vocational and Community Education

Lake Oswego
Tom Lindersmith, Director of Administrative Services

Newberg
Steve Dickenson, Principal
Jerry Kern, Vice Principal

Portland
Paul Benninghoff, Director, Career & Vocational Education
Warren Rathbun, Supervisor of Career and Vocation Education
Ken Kline, Technology/Industrial Education Specialist

St. Helens
Pat Fery, Director of Guidance
Marli Perry, Supervisor, Special Education

Scappoose
Bob Hammann, Principal

Sherwood
Louise Knoll, District Curriculum Coordinator

Tigard
Nancy Cross, Associate Principal
Yvonne Vitko, Department Chair, Business

Vernonia
Edwin H. Danielson, Superintendent

Washington County ESD
Ron Munkres, Regional Vocational Technical Coordinator

Special Needs Task Force

Chair: Sherry Robinson, Assoc. Dean, Student Development, Portland Community College

Gert Bernstein, Advisor/Vocational Education, Portland Community College

Carol Lee Boone, Resource/Curriculum Supervisor, Portland Community College

Robin Jacobs, Rehabilitation Guidance Counselor/HSSO, Portland Community College

Donald M. Johnson, Associate Dean of Instruction, Portland Community College

Marilyn Marshall, Instructor/Alternative Learning Center, Portland Community College

Linda Skaug, Instructor/Dev. Ed., Coordinator, Special Needs, Portland Community College

Dolores Turville, Instructor/Office Administration, Portland Community College

Dan Dunham, Executive Director, Oregon Alliance for Program Improvement

Barbara Moon, Coordinator, Academic Programs & Services, Oregon Alliance for Program Improvement

Nita Crimins, Oregon State Department of Education, Division of Vocational Education

Ralph Yoshimura, Oregon State Department of Education, Division of Vocational Education

Dan Tucker, Director of Special Education, St. Helens High School

Marli Perry, Supervisor of Special Education, St. Helens High School

Barbara Bengel, Director of Special Services, Tigard High School

Duane Mueller, Instructor of Vocational Education, Forest Grove High School

Shirley Beck, Vocational Assessment Specialist, Portland Public Schools

Robert Crebo, Supervisor/Vocational Education Special Education, Portland Public Schools

Ken Kline, Indus./Tech Specialist, Portland Public Schools

Mary Strohecker, Instructor/Special Education, Scappoose

Nancie Mann, Instructor, Vocational Coordinator, Special Needs, Lake Oswego

Joe Simon, Instructor, Resource Room, Sunset High School

Ron Munkres, Regional Vocational Technical Coordinator, Washington County Educational Service District

Marcia Benedick, Counselor, Hillsboro High School

PORTLAND
COMMUNITY
COLLEGE

12000 S.W. 49th Avenue
Portland, Oregon 97219
Telephone 503/244-6111

LETTER OF AGREEMENT
PORTLAND COMMUNITY COLLEGE AND BEAVERTON SCHOOL DISTRICT
ARTICULATION PROJECT IN DRAFTING

This Letter of Agreement has been enacted to facilitate the transfer of students taking Drafting courses in the Beaverton School District to Drafting programs at Portland Community College. The Agreement is the result of a project involving administrators and faculty of Portland Community College (PCC) and the Beaverton School District. The following areas have been agreed to and will be reviewed each year by the parties involved.

1. Articulated Courses
   The following PCC courses for high school seniors have been approved for articulation. A student may earn 26 credit hours toward a two-year certificate or degree in Drafting.

PCC DRAFTING COURSES AND CORRESPONDING BEAVERTON
SCHOOL DISTRICT HIGH SCHOOL COURSES

CROSS REFERENCE

Portland Community College Courses			High School Equivalent Courses
DRF 6.114	Technical Lettering	2 credits	Basic Drafting I
DRF 6.112	Technical Freehand Sketching	2 credits	
DRF 6.116	Introduction to Drafting	8 credits	Basic Drafting II
ADT 3.211	Introduction to Residential Plans	3 credits	Architectural Drafting First Year
ADT 3.351	Introduction to Light Commercial Plans	3 credits	Architectural Drafting Second Year
DRF 6.202	Industrial Drafting II	8 credits	Advanced Mechanical Drafting

Students who successfully complete the equivalent high school Drafting courses with an A or B grade qualify for the PCC articulated courses. The high school course grade will be the grade assigned.

College Board:

Dana Anderson
Chair

Norma Jean Germond
Vice Chair

Monica Little

Bill Long

Karen McKinney

Keith Skelton

Dick Springer

President:
Daniel F. Moriarty

An Affirmative Action Equal Opportunity Institution

2. Instructional Representatives
The following instructional representatives are responsible for implementing the provisions and procedures of this agreement as well as maintaining liaison between the high schools and PCC.

Aloha High School

Dave Howard, Faculty, and Len Case, Vice Principal

Beaverton High School

Bob Bunger, Faculty, and Barbara Kokich, Vice Principal

Sunset High School

Bob Marcontonio, Faculty, and Ralph Nagel, Vice Principal

Portland Community College

Gary Reedy, Faculty, and Bob Dixon, Department Chair

3. Procedure

   A. At the end of the school year, the high school faculty instructional representatives will send completed grade rosters which list the courses, names, social security numbers, and grades of students who earned and want credit for the above PCC courses to the high school offices to be forwarded to PCC Student Records. (Blank grade rosters and student PAVTEC Registration Forms should be requested from PCC Student Records, 244-6111, Ext. 2422, by the faculty instructional representatives.)

   B. Students who wish to have credit transcripted by PCC must fill out a PAVTEC Registration Form and attach a $10 check, payable to PCC, which must accompany the grade roster described in item 3A above. The request for transcripting must take place at the end of the school year.

4. The Beaverton School District will include information regarding articulated courses in information given to parents and students.

5. Portland Community College, Sylvania Drafting Department, will provide copies of the PCC catalog and handouts on certificate and degree programs to the faculty instructional representatives in the Beaverton School District.

6. The Beaverton School District will identify students, if possible, who will be attending PCC in order to assist those students in the transition period. The high schools will refer students who wish information about Drafting to the faculty instructional representative at the Sylvania Campus.

7. Instructors from both institutions agree to evaluate the process and materials at least once a year, not later than March 1, for revision and updating.

Submitted by: ______________________
Donald M. Johnson, PAVTEC Chair

Gary Reedy, Faculty
PORTLAND COMMUNITY COLLEGE

Bob Dixon, Department Chair
PORTLAND COMMUNITY COLLEGE

James Van Dyke, Executive Dean
PORTLAND COMMUNITY COLLEGE DISTRICT

BEAVERTON SCHOOL DISTRICT

7-6-88
Date

[illegible]
Date

DT/ok/0511B/A0039B/6-88

pavtec

PROPOSALS APPROVED FOR ARTICULATION PROJECTS
Between Specified School Districts and
Portland Community College
April, 1989

Project No.

1 Machine Technology: $1,105
Signed November, 1988
PCC and Portland Public Schools (six high schools
Description: Program articulation and development of letter of agreement.

2 Business/Office Administration: $ 0
Signed November, 1988
PCC and Tigard
Description: Program articulation and development of letter of agreement.

3 Landscape Technology: $ 240
Signed December, 1988
PCC and Portland Public Schools (Green Thumb)
Description: Program articulation and development of letter of agreement.

4 Program Continuance/Improvement: $ 202
Signed November, 1988
PCC and all Districts
Description: PAVTEC information meeting on Dec.1 for all new high school faculty repsentatives on letters of agreement.

5 Graphics: $ 417
Signed December, 1988
PCC and Portland Public Schools (four high schools)
Description: Program articulation and development of letter of agreement.

6 Drafting: $ 235
Signed January, 1989
PCC and Sherwood
Description: Program articulation and development of letter of agreement

7 Business/Office/Marketing: $ 456
Signed November, 1988
PCC and all Districts
Description: Inservice on beginning spreadsheet, Lotus 1-2-3, for 16 instructors.

PROPOSALS APPROVED FOR ARTICULATION PROJECTS - Page 2

8 Auto Service Technology: $ 489
Signed January, 1989
PCC and Portland Public Schools (7 high schools)
Description: PCC and PPS faculty and administrative representatives met with Janine Moothart, Regional Coordinator working with Chemeketa Community College, to learn about a successful articulation plan in which she has participated. Refinement of articulation agreement between PCC and PPS.

9 Program Continuance/Improvement $7,087
Signed January, 1989
PCC and all Districts
Description: PAVTEC annual review and updating of 1987-88 letters of agreement in all vocational areas.

10 Airplane Maintenance Technology $ 46
Signed January, 1989
PCC and Portland Public Schools
Description: Program articulation and development of letter of agreement.

11 Trade Extension/Apprenticeship in Industrial Occupations
Signed February, 1989 $ 0
PCC and Portland Public Schools
Description: Program articulation and development of letter of agreement

12 Diesel Service Mechanics & Allied Occupations $ 562
Signed February, 1989
PCC and all Districts
Description: Industry Davy in April 1989 at Rock Creek Campus for PCC and high school students, administrators, counselors and faculty.

13 Auto Service Technology $ 331
Signed March 1989
PCC, Banks and Forest Grove High Schools
Description: Program articulation and development of letter of agreement.

14 Applied Technology Courses $8,249.70
Signed March, 1989
PCC and all Districts
Description: Summer school offerings in Aplied Math and Applied Communication for PAVTEC high school and PCC students at Benson and Hillsboro High Schools.

PROPOSALS APPROVED FOR ARTICULATION PROJECTS - Page 3

15	Medical Terminology Signed March, 1989 PCC and Portland Public Schools Description: Program articulation and development of letter of agreement.	$ 0
16	Graphics Signed April 1989 PCC and Hillsboro Description: Program articulation and development of letter of agreement.	$ 101.67
17	Auto Body Repair Signed March, 1989 PCC and Beaverton District (Sunset High School) Description: Program articulation and development of letter of agreement.	$ 195.56
18	Mathematics Signed April, 1989 PCC and All Districts Description: Math articulation meeting for PCC and high school mathematics and vocational faculty representatives.	$ 500.00
19	Auto Service Technology Signed May, 1989 PCC and Aloha, Beaverton, Sunset and St. Helens High Schools. Description: Program articulation and development of letter of agreement.	$ 733.48
20	Agriculture (#17 - 1987) Signed November, 1987 and approved for extension March, 1989. PCC and Banks Forest Grove, Sherwood and St. Helens. Description: Program articulation and development of letters of agreement.	$ 593.12
21	Business/Office/Marketing Signed April, 1989 PCC and all Districts Description: Inservice on beginning and intermediate spreadsheet Lotus 1-2-3, for 20 instructors.	
22	Drafting Signed May, 1989 PCC and The Dalles High School Description: Program articulation and development of letter of agreement	$ 195.00

23	Communications Signed April, 1989 PCC and Hillsboro High School District Description: Survey of 1988 Hillsboro and Glencoe High School graduates regarding Language Arts skill and knowledge of 2+2 programs.	$ 0
24	Hospitality Services Signed April, 1989 PCC and Hillsboro High School District Description: Program articulation and development of letter of agreement.	$ 230.49
25	Welding Signed May, 1989 PCC and all Districts Description: Inservice in Welding/Metals at Rock Creek Campus in Welding Lab.	$ 218.00
26	Principles of Technology Signed May, 1989 PCC and All Districts Description: Inservice for 18 teachers in Principles of Technology presented at Benson High School from June 19-23, 1989.	$5,285.00
27	Agriculture Signed June, 1989 PCC and Banks Description: Development of written competencies in articulated Agriculture courses.	$ 317.00
28	Accounting Signed February, 1989 PCC and Tigard High School Description: Program articulation, development of letter of agreement and implementation.	$ 272.00
29	Automotive Service Technology Signed June, 1989 PCC and Portland Public Schools Description: Implementation of letter of agreement with provisions for testing, evaluation, and compilation of records.	$ 523.00

30 Applied Mathematics $2,696.65

Signed June, 1989

Tigard High School

Description: Development of 12 teaching units to relate specific topics in geometry to auto service technology and building construction. Teacher and student materials will be available to PAVTEC region.

Division of Vocational Technical Education
Oregon Department of Education

FUND DISTRIBUTION

Funds Will Be Used For:

- Developing scope and sequence and instructional support materials for connected curricula.
- Upgrading and retraining of teachers, counselors, and administrators for program development and implementation.
- Program marketing, student recruitment, and student support services.
- Upgrading of equipment and supplies for connected programs.
- Coordination and evaluation of connected programs.

HIGH SCHOOL/COMMUNITY COLLEGE CONNECTION

Problem:

Today's society requires new educational options for high school students.

Nearly half of Oregon's high school graduates do not pursue further education, and 30 percent of Oregon's students never graduate from high school. These young Oregonians need new educational opportunities. A growing emphasis on technology and communication demands that students entering the workplace be highly skilled, as well as having the ability to keep up with changing work demands once on the job.

Response:

Regional groups have begun to create opportunities for high school students to prepare more fully for jobs or college.

During the past four years, regional vocational consortia have developed programs preparing juniors and seniors in high school to enter jobs or community college programs, offering more advanced levels of competency.

The "two plus two model"—also referred to as the High School/Community College Connection—has been tested most often in such vocational and technical education areas as office occupations and manufacturing engineering. However, the two plus two model and ancillary programs can be applied to a general education goal as well as college preparatory work.

So far, the effort to implement the High School/Community College Connection has resulted in:

- Eighteen consortia of secondary schools, community colleges, business and industry and other job training providers. Sixteen of these have developed long range plans for two plus two programs;
- High schools and community colleges have prepared more than 200 connected programs, 50 of which are already in operation. Some programs connect community colleges with four-year programs.

Proposal:

Provide $2,450,000 and support incentives to assist local partnerships with planned programs.

Community colleges support the following actions by the 1989 Legislature:

- Authorize $2,450,000 from the General Fund and support incentives to assist local partnerships with planned programs;
- Allow state reimbursement to both community colleges and school districts for students enrolled in cooperative programs; and
- Extend the 1987 legislation, scheduled to sunset in 1989, designed to facilitate new programs. The 1987 bill allows high schools to contract with community colleges for instruction without requiring Teacher Standards and Practices Commission (TSPC) certification for participating community college instructors.

House Bill 3090

Sponsored by Representatives BUNN, HUGO, Senator TROW, Representatives AGRONS, BAUM, BAUMAN, BRIAN, BURTON, CALHOON, CALOURI, CAMPBELL, CARTER, CEASE, CLARK, CLARNO, COURTNEY, DERFLER, DIX, DOMINY, DWYER, EDMUNSON, FORD, GERSHON, GILMOUR, HANLON, HANNEMAN, HAYDEN, HOSTICKA, JOHNSON, D. JONES, D.E. JONES, KATZ, KEISLING, KOTULSKI, MANNIX, MARKHAM, MASON, McTEAGUE, MILLER, MINNIS, NELSON, NORRIS, OAKLEY, PARKINSON, PETERSON, PICKARD, REPINE, RIJKEN, ROBERTS, SAYLER, SCHOON, SCHROEDER, SHIPRACK, SOWA, STEIN, VAN VLIET, VanLEEUWEN, WALDEN, WEHAGE, WHITTY, YOUNG, Senators BRADBURY, BRENNEMAN, BROCKMAN, BUNN, CEASE, COHEN, FAWBUSH, GOLD, J. HILL, L. HILL, HOUCK, KENNEMER, KERANS, KINTIGH, McCOY, OTTO, PHILLIPS, SHOEMAKER, SPRINGER, TIMMS

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Declares finding that public secondary and community college systems working together can improve vocational technical education.

Appropriates moneys from General Fund to Department of Education for biennial expenses for high school-community college cooperation for vocational education.

A BILL FOR AN ACT

Relating to vocational technical education programs; and appropriating money.

Be It Enacted by the People of the State of Oregon:

SECTION 1. The Legislative Assembly finds that:

(1) The economy is rapidly becoming a world economy and the work force internationally competitive. To be competitive, Oregon business and industry must be increasingly innovative and efficient and have a pool of highly trained, adaptable workers for development and expansion;

(2) Societal conditions are creating increased problems and pressures for youth and adults, and the educational system must respond with programs that counter and relieve these pressures;

(3) Nearly half of Oregon's high school graduates do not pursue further education, and 30 percent of Oregon's students never graduate from high school. These young Oregonians need new educational opportunities. A growing emphasis on technology and communications demands that students entering the workplace be highly skilled, as well as having the ability to keep up with changing work demands once on the job;

(4) The public secondary and community college systems must prepare most of the new workers. In addition, they must retrain many of the existing workers Oregon business and industry will need. The increasing academic requirements in the high school curriculum tend to crowd out electives such as vocational technical education. The resources of the public schools and community colleges grow even more scarce in light of needs; and

(5) The "2+2" concept for connecting secondary and community college vocational technical programs improves student access to higher quality and more advanced training, increases the efficiency and effectiveness of the delivery system, motivates both students and teachers, and produces a higher quality work force.

SECTION 2. In addition to and not in lieu of any other appropriations, there is appropriated to the Department of Education out of the General Fund, for the biennium ending June 30, 1991, the sum of $______ to provide incentive grants for community colleges, secondary schools and other job training providers to connect programs.

NOTE: Matter in **bold face** in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted.

65th OREGON LEGISLATIVE ASSEMBLY--1989 Regular Session

Senate Bill 1158

Sponsored by COMMITTEE ON TRADE AND ECONOMIC DEVELOPMENT

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Establishes programs for promotion of literacy, education and job training for Oregon workers.

Establishes Workforce Development Fund administered by Economic Development Department in State Treasury.

Appropriates moneys from fund to various state agencies for purpose of funding workforce programs described in Act. Limits amounts of grants for each program.

Allocates lottery proceeds to fund for biennial expenses of Act.

A BILL FOR AN ACT

Relating to workforce development programs; and appropriating money.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Policy and goals. (1) The Legislative Assembly finds that a highly skilled, well educated workforce is critical to the present and future competitiveness of Oregon's economy. The Legislative Assembly, therefore, declares that it is the economic development policy of the state to support and promote literacy, education and job training for Oregon workers. Further, the Legislative Assembly declares that it is the goal of the state to achieve the following by the year 2000:

(a) Measurably increase the knowledge and improve the skills of Oregon workers;

(b) Promote and sponsor effective and responsible training programs for employed and unemployed Oregonians who need literacy and other job-related training;

(c) Promote and increase youth enrollment in secondary, post-secondary and apprenticeship programs that lead to family wage jobs;

(d) Secure the active participation and full cooperation of Oregon industry leaders and business owners in developing programs to increase and improve worker education and performance;

(e) Promote and increase the coordination of Oregon's education and job training systems to more fully respond to the increasingly complex training needs of workers; and

(f) Promote and increase access to education and job training programs for all Oregonians regardless of their economic status or geographic location within the state.

(2) The Legislative Assembly declares that it is policy of this state to integrate employment, training and development programs into its economic development efforts. The Legislative Assembly further declares that the employment development and training activities provided for in this Act are job creation and economic development activities within the meaning of subsection (3), section 4, Article XV, Oregon Constitution.

SECTION 2. Workforce Development Fund. (1) There is created the Workforce Development Fund, separate and distinct from the General Fund. All interest earned on moneys in the Workforce Development Fund shall inure to the benefit of the fund. Moneys in the Workforce Development Fund shall be expended for the purpose of supporting programs prescribed by this Act and other programs developed to achieve the goals described in section 1 of this Act.

(2) The Economic Development Department shall administer the Workforce Development Fund

NOTE: Matter in **bold face** in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted.

in a manner that maximizes coordination with other economic development efforts. Moneys may not be released from the Workforce Development Fund to other state agencies unless the Economic Development Department has approved a plan prepared by such state agencies that insures overall coordination with other economic development efforts and compliance with this Act.

SECTION 3. Workforce Programs Manager and State Agency Workforce Advisory Council. (1) The Director of the Economic Development Department shall designate within that department a Workforce Programs Manager. The manager shall facilitate coordination of programs created by this Act; seek and consider business, industry and labor involvement; and cooperate with other employment and training councils, commissions and boards.

(2) There is established a State Agency Workforce Advisory Council. The council shall:

(a) Advise the Workforce Programs Manager concerning matters relating to the coordination of programs created by this Act;

(b) Provide a forum for the regular discussion of job training issues by state agency personnel; and

(c) Advise the Workforce Programs Manager of workforce education trends and the status of state sponsored training programs.

(3) The council shall be composed of the Workforce Programs Manager, the manager of the Job Training Partnership Program, the Assistant Director for Employment, the Commissioner of the Office of Community College Services, the Commissioner of the Bureau of Labor and Industries, the Director of the Oregon "New Jobs" program and the Associate Superintendent of Vocational Education. Council members may designate staff members to fully represent them on the council.

(4) The Workforce Programs Manager shall serve as the convener and chairperson of the council. The staff of the manager will provide staff assistance to the council. The council shall meet regularly.

(5) To promote worker skill development and promote the coordination of programs created by this Act, the Workforce Programs Manager shall be authorized to:

(a) Receive regular reports from individuals and agencies responsible for the management of created programs;

(b) Review and comment on proposed administrative rules and operational guidelines that affect created programs; and

(c) Recommend to the Legislative Assembly, the Executive Department and state agencies procedures and policies that will promote the full coordination of state assisted education and training programs.

(6) The manager shall be authorized to expend funds from the Workforce Development Fund to sponsor studies and reports on issues and concerns that affect education and job training programs.

(7) The Workforce Programs Manager shall report annually to the Joint Legislative Committee on Trade and Economic Development on the activities created by this Act.

SECTION 4. Workplace training for key industries. The Legislative Assembly finds that efficiency and higher productivity in all sectors of the economy are important to the maintenance of the state's economic health. The Legislative Assembly further finds that a trained, productive and flexible workforce is critical to competitiveness, efficiency and higher productivity. Therefore, the Legislative Assembly declares that it is the policy of the State of Oregon to promote the development and improvement of the work skills and basic literacy skills of employes working in all sectors of the state's economy. For these reasons, the Oregon Workforce Employe Training Program shall be established within the Economic Development Department. Through this program, the department shall do the following:

(1) Provide matching grants through community colleges in partnership with employers for the purpose of providing employes with literacy or customized skills training.

(2) Restrict grant awards to training program proposals submitted by two or more firms in a single business, professional or industry sector, with preference given to programs developed in cooperation with business, professional or industry associations.

(3) Require that training programs provide long-term comprehensive skills development.

(4) Award grants to only those proposals that sustain or create family wage jobs.

SECTION 5. Targeted training for new and expanded business. Through rules adopted by the Director of the Economic Development Department under ORS 184.280, the Economic Development Department shall make competitive grants to community college districts for targeted training which assist existing business to expand and new businesses to become established in Oregon. Grants under this subsection shall be made only for programs that lead to family wage jobs. Additionally, grants shall be matched in substantial part by other funds available to the affected business. Grants under this subsection may not total more than $________ over the biennium beginning July 1, 1989.

SECTION 6. Literacy. (1) Through rules adopted by the State Board of Education, the Office of Community College Services shall provide for a state-wide literacy "hotline" for literacy program referrals, and for the state-wide coordination of literacy programs pursuant to ORS 344.760 and 344.765. The Office of Community College Services is authorized to expend $________ for the purposes outlined in this subsection.

(2) Through rules adopted by the State Board of Education, the Office of Community College Services shall make competitive grants to the community college districts to provide literacy programs. Grants under this subsection must be conditioned upon reasonable college and employer assurances that created programs will extend beyond the grant period. Grants must be distributed on a reasonable geographic basis. Grants under this subsection may not total more than $__________ over the biennium beginning July 1, 1989.

(3) Notwithstanding any other law, gifts and grants secured for the support of literacy programs may be deposited with, and administered by a nonprofit organization selected by the Commissioner of the Office of Community College Services. The Director of the Department of Revenue shall concur in the selection of such a nonprofit organization and shall prescribe reasonable standards for the accounting of funds.

SECTION 7. Annual workforce inventory and assessment. The Economic Development Department shall cause a test or set of tests to be administered to a statistically valid sample of Oregon workers for the purpose of assessing the quality of the workforce. The department will include a tabulation and analyses of the findings of these tests as part of an annual report on the State of Oregon's workforce. The department shall submit the annual report to the Governor, and the Joint Legislative Committee on Trade and Economic Development. The department may make the test or set of tests developed under this section available to educational institutions and training programs for use in evaluating program effectiveness.

SECTION 8. Occupational Program Planning System. (1) The Occupational Program Planning System is established by this Act as the state's official occupational information system. This system shall provide the following information:

(a) Projections of occupational employments and openings.

(b) Estimates of the number of unemployed by occupation.

(c) Estimates of occupational supply from education, employment and job training programs.

(d) Statistical and narrative occupational demand and supply analyses.

(e) Occupational employment patterns by industry.

(f) Occupational characteristics information.

(2) The Occupational Program Planning System shall also provide, in cooperation with education, employment and job training program providers and the Employment Division of the Department of Human Resources, a systematic follow-up of program providers and the Employment Division's unemployment insurance wage file. Follow-up information shall be provided annually to program providers and their related state agencies. A report on the results of follow-up studies shall be submitted biennially to the Education Committees of the Legislative Assembly and to the Joint Legislative Committee on Trade and Economic Development.

(3) The Occupational Program Planning System shall be housed in the Research and Statistics Section of the Employment Division. Policy direction for the system shall be provided by the Oregon Occupational Information Coordinating Committee, which shall forward required reports to appropriate state and local agencies.

SECTION 9. Community college advanced technology centers and skill training centers. (1) Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education, in cooperation with the Office of Community College Services, may make competitive grants to community college districts for the purposes of providing incentives to create advanced technology centers and skill training centers for workforce excellence within community college settings.

(2) Advanced technology centers may serve the specific training and technology transfer needs of an industry. Grants for advanced technology centers made under this section must be matched in substantial part with other funds available to the community college and must be distributed on a reasonable geographic basis. Grants for advanced technology centers may not total more than $__________ over the biennium beginning July 1, 1989.

(3) Skill training centers may provide intensive instruction and support for students in order to prepare them for participation in a competitive workforce. Centers must respond to clear and significant community workforce needs that are not adequately addressed through existing programs and provide support services that enable at-risk youth and adults to succeed. Grants for skill training centers made under this section must be matched in substantial part with other funds available to the local district and must be distributed on a reasonable geographic basis. Grants for skill training centers may not total more than $__________over the biennium beginning July 1, 1989.

(4) No grants may be made from the account established under this section until a plan has been prepared by all Oregon community colleges specifying their cooperative use of these funds and providing evidence that no duplication of activities will be funded. Grants provided under this section shall be reviewed by the Economic Development Department.

SECTION 10. Connecting community colleges to secondary schools, business and other trainers. Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education, in cooperation with the Office of Community College Services, may make competitive grants to community college districts, public school districts or educational service districts in order to provide for the expansion and further development of coordinated instructional programs between high schools and community colleges, including apprenticeship programs. A qualifying program must reflect the full participation of business and industry in its design and demonstrate clear educational benefits for students. Grant funds may be provided to a community college district, public school district, educational service district or some participating combination of all three. Grants made under this section must be matched in substantial part with other funds available to the local district and must be distributed on a reasonable geographic basis. Grants under this section may not total more than $______________ over the biennium beginning July 1, 1989. Grants provided under this section shall be reviewed by the Economic Development Department.

SECTION 11. Revitalizing secondary vocational technical programs. Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education may make competitive grants to public school districts, community colleges and educational service districts for the purposes of:

(1) Updating secondary vocational technical program instructional equipment necessary to respond to new technology and keep instruction in tune with the workplace. Grants under this subsection may not total more than $______________ over the biennium beginning July 1, 1989.

(2) Providing training, leadership and work experiences for instructors and students to meet the challenges of new technology and an increasingly complex society. Such experiences may include instructor inservice training, state-wide student skills contests, high school and community college cooperative work experience programs, student leadership programs and curricular realignment. All activities will be developed with the special recognition of and attention to services needed for at-risk youth and adults to succeed in training programs. Grants under this subsection may not total more than $______________ over the biennium beginning July 1, 1989. The State Board of Education may reserve up to $______________ of the funds authorized under this subsection to provide services and operate programs directly through the Division of Vocational Education.

(3) Providing incentives to create skill training centers within public school settings. Grants made under this subsection must be matched, in substantial part, with other funds available to the community and must be distributed on a reasonable geographic basis. Grants under this subsection may not total more than $______________ over the biennium beginning July 1, 1989.

SECTION 12. Economic self-sufficiency scholarships. (1) The State Scholarship Commission shall provide funds to community colleges for their use in awarding economic self-sufficiency scholarships, in the form of grants and loans, to economically disadvantaged individuals. Scholarship and loan recipients may use the funds to pay tuition and other costs, including child care and transportation costs, associated with participating in education or training programs leading to employment in family-wage jobs.

(2) Scholarships and loans from the Workforce Development Fund shall be awarded to students who are not otherwise eligible for state scholarship funds because of certain economic, institutional or personal barriers, such as a need for child care or transportation, participation in training programs only part-time or enrollment in noncredit job training courses.

(3) Rules established by the State Scholarship Commission in cooperation with the Office of Community College Services shall give preference in awarding grants and loans to individuals who:

(a) Are economically disadvantaged, unemployed or living at or below the federally established poverty level; and

(b) Enroll in 2 + 2, apprenticeship, basic skills training, "New Jobs" or other secondary or post-secondary education programs as approved by the State Scholarship Commission in cooperation with the Office of Community College Services.

(4) Additional guidelines for awarding grants and loans from the Workforce Development Fund shall be established by the State Scholarship Commission in cooperation with an advisory committee of community college financial aid officers who will be selected by the Commissioner the Office of Community College Services.

(5) No state agency providing assistance to any individuals who receive economic self-sufficiency scholarship funds shall reduce its payments to them because they received a grant or loan. Furthermore, the receipt of an economic self-sufficiency scholarship grant or loan shall not affect or diminish the recipient's eligibility for assistance from any other state program.

SECTION 13. Extending apprenticeship training. The Apprenticeship and Training Division of the Bureau of Labor and Industries shall develop outreach programs to place women and minorities in apprenticeship programs.

SECTION 14. Corrections Apprenticeship Coordinator. The position of Apprenticeship Program Coordinator is continued in the Department of Corrections. The coordinator shall work cooperatively with the Apprenticeship and Training Division of the Bureau of Labor and Industries and the Office of Community College Services to develop and implement apprenticeship programs for inmates.

SECTION 15. Youth job training fund. Through rules adopted by the State Board of Education, the Department of Education, in cooperation with the Office of Community College Services, shall provide competitive grants to promote participation by economically disadvantaged and at-risk youth in job training, skills training and basic education programs, in cooperation with community youth programs and the Oregon Youth Conservation Corps organized under chapter 326, Oregon Laws 1987. The Department of Education shall use moneys appropriated for the purpose of making competitive grants to youth assistance and education programs offering vocational education, apprenticeships, secondary and post-secondary education, basic literacy training and other knowledge and skill building opportunities to disadvantaged and at-risk youth. Preference will be given to programs in which employers are active participants and that lead to eventual employment in family-wage jobs.

SECTION 16. At-risk youth recruitment for teaching careers program. Through rules adopted by the State Board of Education, the Department of Education will provide grants to encourage at-risk youth to pursue careers in the teaching profession. The program must encourage partnerships between local school districts, community colleges and institutions of higher education. The program must include:

(1) Counseling about teaching as a career;

(2) Exposure to teaching professionals;

(3) Exposure to community college and four-year college teaching programs;

(4) Summer work opportunities in teaching situations;

(5) Enrollment in college level courses, whenever possible, during the student's high school years;

(6) Assistance with college admission processes;

(7) Assistance with financial aid applications;

(8) Assistance preparing for teacher competency exams; and

(9) Continued contact with students while enrolled in college level teaching programs.

SECTION 17. In addition to and not in lieu of any other appropriation:

(1) There is appropriated to the Division of Vocational Education of the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) Grant program for advanced technology centers under section 9 of this Act .... $ ______________

(b) Grant program for skill training centers under section 9 of this Act .... $ ______________

(c) Grant program for updating high school instructional equipment under subsection (1) of section 11 of this Act .... $ ______________

(d) Grant program for providing student and teacher training, leadership and work experience under subsection (2) of section 11 of this Act .... $ ______________

(e) Grant program for skill training centers under subsection (3) of section 11 of this Act .... $ ______________

(f) Grant program for coordinated high school and community college instructional programs under section 10 of this Act .... $ ______________

(g) Grant program for promoting teaching careers to at-risk youth under section 16 of this Act .... $ ______________

(2) There is appropriated to the Economic Development Department, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) Workforce Employe Training Program under section 4 of this Act .... $ ______________

(b) Grant program for targeted training under section 5 of this Act .... $ ______________

(c) Annual workforce assessment under section 7 of this Act .... $ ______________

(3) There is appropriated to the Office of Community College Services in the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) State-wide coordination of literacy programs and literacy program referrals under subsection (1) of section 6 of this Act ...$ ______________

(b) Grant program for literacy programs under subsection (1) of section 6 of this Act .... $ ______________

(4) There is appropriated to the State Scholarship Commission, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $______________ for the purpose of awarding economic self-sufficiency scholarships as provided in section 12 of this Act.

(5) There is appropriated to the Apprenticeship and Training Division of the Bureau of Labor and Industries, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $______________ for the outreach programs described in section 13 of this Act.

(6) There is appropriated to the Department of Corrections, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $______________ for the purpose of con-

tinuing the position of Apprenticeship Program Coordinator as provided in section 14 of this Act.

(7) There is appropriated to the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $______________ for the purpose of providing grants for youth job training under section 15 of this Act.

(8) There is appropriated to the Employment Division of the Department of Human Resources, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $______________ for the purpose of operating the Occupational Program Planning System as provided in section 8 of this Act.

SECTION 18. There is allocated from the Executive Department Economic Development Fund the amount of $______________ to the Workforce Development Fund for the biennium beginning July 1, 1989.

SECTION 19. The section captions used in this Act are provided only for convenience in locating provisions of this Act and do not become part of the statutory law of this state or express any legislative intent in the enactment of this Act.

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Portland Area Vocational Technical
Education Consortium
Region IX

PUBLIC SCHOOL DISTRICTS

Banks
Beaverton
Forest Grove
Gaston
Hillsboro
Lake Oswego
Newberg
Portland
St. Helens
Scappoose
Sherwood
Tigard
Vernonia

COMMUNITY COLLEGE DISTRICT

Portland Community College

ASSOCIATE MEMBERS

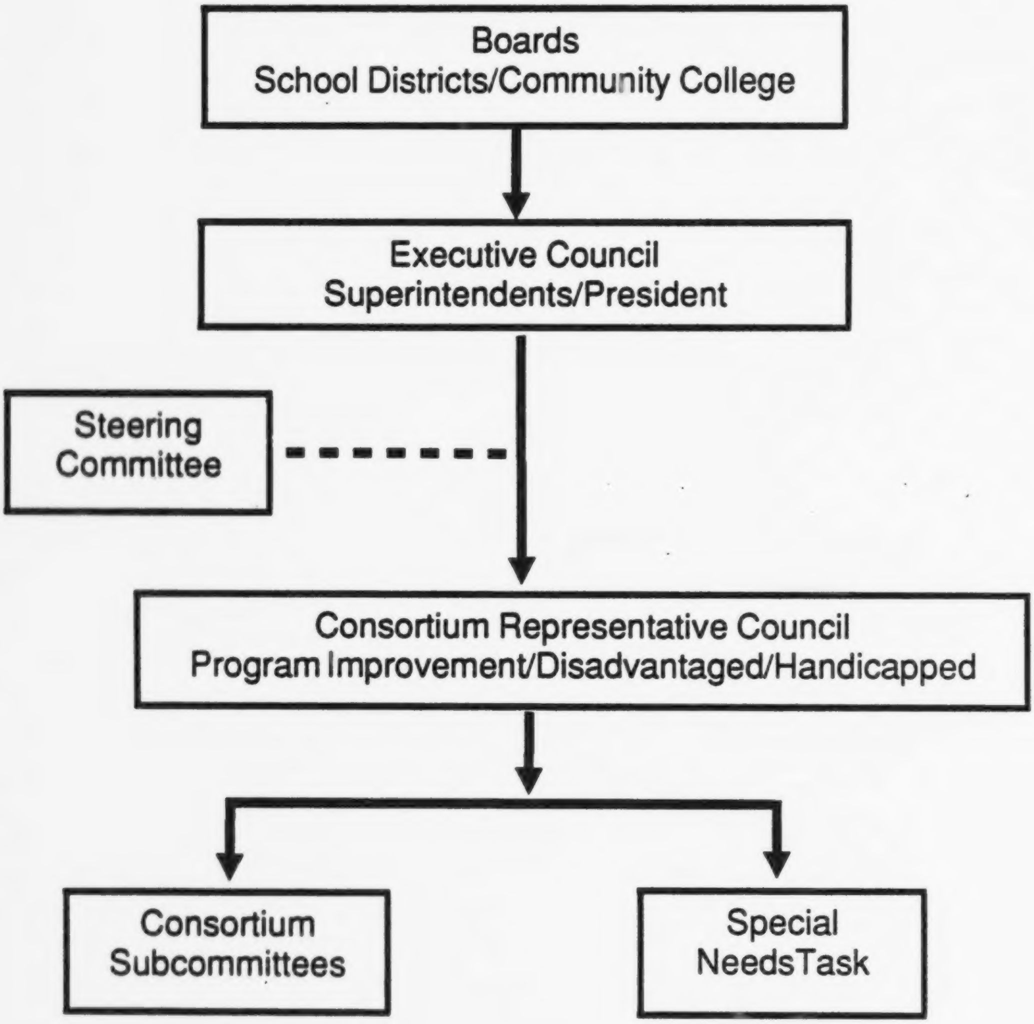
Associate General Contractors (AGC)
International Business Machines (IBM)
Northwest Regional Education Lab
Division of Vocational Education/Oregon Department of Education
Oregon Alliance for Program Improvement
Oregon Bureau of Labor and Industries
Oregon Institute of Technology
The Private Industry Council
Regional Coordinators of Vocational Technical Education
State Advisory Council/Career Vocational Education

Portland Area Vocational Technical
Education Consortium
REGION IX

MISSION

PAVTEC's mission is to enhance and strengthen the working partnerships between Portland Community College and the high schools of Region IX to provide the highest quality articulated vocational-technical courses and programs possible to the citizens of the Portland area.

Portland Area Vocational Technical Education Consortium
Region IX
Organizational Structure


Boards
School Districts/Community College
Executive Council
Superintendents/President
Steering Committee
Consortium Representative Council
Program Improvement/Disadvantaged/Handicapped
Consortium Subcommittees
Special NeedsTask

Portland Area Vocational Technical
Education Consortium
Region IX

Regular, Handicapped and Disadvantaged Program
Funding for Cooperative Efforts
Carl Perkins Vocational Funds
Region IX

FY 1986 through June 30, 1987

Regular Program	**$ 76,314**
Handicapped Program	**20,106**
Disadvantaged Program	**50,058**
	$146,478

FY 1987 through June 30, 1988

Regular Program	**$ 76,314**
Handicapped Program	**20,106**
Disadvantaged Program	**50,058**
	$146,478

FY 1988 through June 30, 1989

Regular Program	**$ 81,360**
Handicapped Program	**22,716**
Disadvantaged Program	**87,020**
	$191,096

FY 1989 through June 30, 1990

Regular Program	**$ 90,981**
Handicapped Program	**-0-**
Disadvantaged Program	**-0-**
	$ 90,981

FY 1990 through June 30, 1991

Regular Program	**$ 92,855**
Handicapped Program	**-0-**
Disadvantaged Program	**-0-**
	$ 92,855

Portland Area Vocational Technical
Education Consortium
Region IX

THREE-YEAR PLAN
1989 - 1990 - 1991

I. Demonstration Project
II. Program Continuance and Improvement
III. Staff Development
IV. Incentives for Articulation
V. Strategic Planning for Articulation
VI. Program Forecasting and Advising
VII. Student Tracking and Follow-up
VIII. Marketing and Communication
IX. New Avenues for Articulation and Partnerships
X. PAVTEC Management and Organization
XI. Evaluation and Reporting
XII. Institutionalizing Articulation

Portland Area Vocational Technical
Education Consortium
Region IX

HIGH SCHOOL/COMMUNITY COLLEGE LETTERS OF AGREEMENT by Program Area

Program Area	District(s)	High School(s)
Agriculture	2	2
Auto Body Technology	1	1
Automotive Service Technology	1	7
Business - Office	12	24
Diesel Service Technology	1	1
Drafting Technology	7	17
Early Childhood Education	3	7
Electronic Engineering Technology	3	6
Graphics	1	1
Industrial Occupations	1	1
Machine Technology	2	2
Marketing	1	1
Mathematics	13	27
Medical Terminology	1	1
Landscape Technology	1	1
Welding Technology	10	16

High School/Community College

Letters of Agreement by Districts

District	Agreements
Banks	5
Beaverton	4
Forest Grove	5
Gaston	2
Hillsboro	7
Lake Oswego	2
Newberg	4
Portland	12
St. Helens	6
Scappoose	4
Sherwood	3
Tigard	4
Vernonia	2

Articulation Credit Awards Summary

Participation	1986-87	1987-88	% Increase
Districts	9	10	11
High Schools	12	20	67
Programs	6	7	17
Students	81	147	81
Grades Issued	131	262	100
Credits Earned	315	783	149

SPECIAL NEEDS

Those students who are unable to succeed in vocational courses/programs without special services/assistance as a direct result of:

1) **Having a Handicapping Condition; physical, sensory, psychological or developmental,**

OR

2) **Being Academically Disadvantaged - unable to maintain the minimum academic competencies as determined by testing, grades or instructor objectives,**

OR

3) **Being Economically Disadvantaged - needing financial assistance in addition to support services for academic work,**

OR

4) **Being of Limited English Proficiency (LEP) - having a difference between the language of instruction and the primary language of the student.**

SPECIAL NEEDS TASK FORCE

Representation from:

Instruction

- **Basic Skills**
- **Career/Vocational Education**
- **Special Education**
- **Bilingual Programs**

Administration

- **HS Special Education**
- **CC Student Services**

Supervision

- **Resource Room**
- **Work Experience**
- **Voc Ed/Spec Ed**

Counseling/Advising

Curriculum Specialist (CC)

Educational Service District

JTPA/PIC

Apprenticeship (State Department)

State Dept./Vocational Education

PAVTEC

Special Needs Task Force

Development of Goals/Objectives
September 1986 through June 1989

1) **To identify people and programs providing support services to students with special needs at the high school and the community college.**

2) **To establish a Task Force for gathering and disseminating information, coordinating plans and assisting in the implementation of activities addressing the issues related to the student with special needs.**

3) **To provide the vehicle for vocational educators, special educators and support personnel to identify barriers and concerns linked to providing services to these students.**

4) **To design and implement the system that will allow students with special needs to overcome the barriers and access the regular articulation process.**

Special Needs Task Force
Projects/Activities

Goals	Activities
1	**Special Needs Directory** - Developed, updated, disseminated (1987)
2	**Task Force established (1986)** - Determine and set criteria for Special Needs eligibility and identification (1987) - Developed and implemented Mini-Proposal for special projects within a district (1987)
3	**Staff Development/Training In-Service** - Special Needs eligibility/identification (1986) - Career/Vocational Teachers Workshop (1987) - Vocational Cluster Workshops (1987-88) Agriculture Business Early Childhood Education Automotive/Diesel (in planning)
4	**Coordination of Services - Information Exchange** - Counselor meetings (1988-89) - Development of Transition Form and Transition Fairs (1987-88) - Awarding of scholarships to Special Needs students (1987-88) - Advising of Basic Skills criteria for CC vocational programs (1988-89)

SPECIAL NEEDS TASK FORCE

Priorities for Planning - 1988 - 1990

I. **Staff, student and parent development and training.***

II. **Adaptation of vocational programs for students with special needs. * (Demonstration Project).**

III. **Program Continuance - to support special projects through Mini-Proposals.**

IV. **Student identification/assessment.**

V. **Marketing/Commincation of Articulation Process. ***

VI. **Management/Organization ***

* These priorities were developed and will be implemented in collaboration with the Regular Program Improvement arm of PAVTEC.

Challenges Ahead

Barriers:

Attitudinal
Physical
Emotional/Psychological

Requirements:

Pre-requisites for Vocational Programs
Basic Skills competencies

Resources:

Human -trained/willing
Fiscal -accessible

Technical Career Programs:

Curriculum adaptation/modification
Qualified staff
Adequate support services

PROJECTS

RESOURCES

PCC/All HS Districts

- Provide printed directory of special needs staff at regional high schools, community agencies and PCC campuses

STAFF TRAINING

St Helens/Vernonia/Scappose and PCC

- Develop and implement articulation of vocational curriculum for D/H through:

  1. A student staff needs assessment
  2. Visitations to PCC campuses

Forest Grove/Tigard/Banks/Gaston and PCC

- Provide inservice to clarify eligibility criteria for D/H

- Identify resources, services and vocational programs at PCC.

- Establish systems to retrieve D/H students from general student population

PROJECTS

SCHOLARSHIPS

PCC and Hillsboro/Benson
(Machine Technology)

- Identify D/H students enrolled in targeted programs
- Award 6 students (D or H) with PCC scholarships for 1 year
- Provide counseling, advising and support to facilitate transition

PCC and Portland Public Schools
(Automotive Technology)

- Identify D/H students enrolled in targeted programs
- Award 6 students (D or H) with PCC scholarships for 1 year
- Provide counseling, advising and support to facilitate transition

PILOT STUDY

Portland Public Schools/PCC

- Establish criteria to identify D/H students to
- transition to CC (10 students)

- Develop individual plans for each student

- Develop written manual which identifies the process
- for articulation of D/H students to the CC system

SPECIAL NEEDS TRANSITION RECORD

TO BE COMPLETED BY HIGH SCHOOL COUNSELOR OR TEACHER PLEASE TYPE OR PRINT

Student Name ____________ LAST ____________ FIRST ____________ M.I. S.S. # ____________

Student Address ____________ STREET ____________ CITY/STATE ____________ ZIP

Phone Number ____________ Date of Birth ______ MONTH / ______ DAY / ______ YEAR

Male ☐ Female ☐ U.S. Citizen Yes ☐ No ☐ Country of Origin ____________ How Long in U.S. ____________

Handicapping Condition (i.e. Visually Impaired, L.D., Etc.) ____________

____

Disadvantaged: ☐ Economic ☐ Academic ☐ L.E.P. If LEP, what is the primary language spoken? ____________

High School Attending/Attended? ____________ Phone ____________

Type of diploma received/to be received? ____________ Date ____________

Is the student planning to attend a community college? ☐ Yes ☐ No If yes, which one (check below):

☐ Portland CC Sylvania ☐ Portland CC Cascade ☐ Portland CC Rock Creek ☐ Clackamas CC ☐ Mt. Hood CC

Beginning term ____________ Year ____________ Intended Major/Area of Interest ____________

Has the student applied for financial assistance: ☐ Yes ☐ No

Indicate accommodations required to meet special needs:

☐ Adaptive Equipment(i.e. Tape Recorder, etc.) ☐ Interpreters (Deaf/Hearing Impaired)

☐ Tutoring, Please Check Areas: ☐ Academic ☐ Basic Skills Development ☐ Vocational

☐ Counseling, Please Check Areas: ☐ Academic ☐ Program Planning ☐ Personal ☐ Career

☐ Readers, Writers, Notetakers

☐ Alternative Testing Arrangements

☐ Other, Please Specify ____________

☐ Transportation ☐ Special Mobility Needs, Please Specify: ____________

Do you anticipate the student will need extra help with:

☐ Writing
☐ Study Skills
☐ Motivation
☐ Attention
☐ Spelling
☐ Personal Issues
☐ Time Management
☐ Learning To Ask For Help
☐ Math
☐ Punctuality
☐ Rule Compliance
☐ Personal Assistance: (Please Specify) ____________
☐ Speaking
☐ Problem Solving
☐ Acceptance of Criticism

What are the student's strongest modalities? (check one) ☐ Visual ☐ Auditory ☐ Kinetic/Tactile

Indicate the student's approximate grade level in the following areas: Math ______ Reading ______ Spelling ______

Check the assessment data which is available on the student and indicate location if other than the school file. (Check one or more)

☐ **Intelligence**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Achievement**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Aptitude**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Personality**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Personal Values/ Interests**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Vocational Interests**	AGENCY/CONTACT	ADDRESS	PHONE
☐ **Other (List)**	AGENCY/CONTACT	ADDRESS	PHONE

RELEASE OF INFORMATION

Person Completing Form: ____________ NAME/TITLE ____________ SCHOOL/AGENCY

____________ ADDRESS ____________ TELEPHONE

Date Completed: ____________

I hereby grant permission to release this information to a postsecondary institution of choice for program planning.

____________ PARENT SIGNATURE/DATE ____________ STUDENT SIGNATURE/DATE (IF STUDENT 18 OR OLDER)

Once this information is reviewed by the postsecondary institution, a staff advisor will be assigned to the student.

INFORMATION CONTAINED ON THIS FORM IS TO BE CONSIDERED CONFIDENTIAL

CLACKAMAS C.C.
HANDICAPPED RESOURCE CENTER
19600 S. MOLALLA AVE. - OREGON CITY, OR 97045

MT. HOOD C.C.
SPECIAL SERVICES
26000 S.E. STARK - GRESHAM, OR 97030

PORTLAND C.C.
HANDICAPPED STUDENT SERVICES
12000 [illegible] S.W. 49TH — ST B15g - PORTLAND, OR 97219

422FL8A (12/88) WHITE: Community College YELLOW: High School PINK: Student/Parent

DISADVANTAGED/HANDICAPPED
PORTLAND AREA VOCATIONAL TECHNICAL
EDUCATION CONSORTIUM (PAVTEC)
(Region IX - X)
Application

Please do not alter, lengthen, or retype this application. Additional support material may be attached, but is not required, and should be limited to one page.

Return to: Sherry Robinson, Chair
PAVTEC Special Needs Task Force
Portland Community College
Rock Creek Campus
P.O. Box 19000
Portland, OR. 97219-0990

Applicant(s): ______________________________
Other participating District(s): ______________________________
(Attach list as needed)

(0-5 pts.) Planners: Who was involved in identifying problem(s) and planning this project and proposal?

Name	Title/Instructional Area	Organization	Telephone #

Coordinators for Project: Designate PAVTEC Special Needs Task Force member at either the high school and/or community college.

High School		Telephone	
High School			
High School			
Community College			

(0-5 pts.) Participants: (number & type) who will be invited to attend and participate in this project?

______________ vocational teachers (secondary)
______________ vocational teachers (community college)
______________ paraprofessionals (aides, etc.)
______________ administrators/supervisors
______________ special educators
______________ others

Anticipated funding request: $______________
(Budget outline page 4)

ADMINSTRATORS RESPONSIBLE FOR PROJECT:

High School (Signature) Community College (Signature)

Date:______________ Grant Number:____________ Reader Initials:________

PAVTEC
SCORE SHEET

Application for Inservice Funds for Vocational Articulation Proposals

1. Identity of planners: (0-5) Points

unidentified | one-one (HS)(CC) | one HS district/CC | multiple HS districts/CC

0 1 2 3 4 5 ______

2. Participants: (0-5)

unidentified | single audience | multiple audience

0 1 2 3 4 5 ______

3. Statement of Need/Problem: (0-5)

vague/fuzzy | identified (sort of) | clearly identified

0 1 2 3 4 5 ______

4. Statement of Goals: (0-5)

undefined | clear/basically related to PAVTEC objectives | clear/directly related to priority areas

0 1 2 3 4 5 ______

5. Objectives, Activities, Timelines: (0-25)

objectives, activities vague | good objectives detail sufficient to see logic/do-ability | outcomes/objectives precise, activities logical/clear

0 4 8 12 16 20 25 ______

6. Evaluation/Follow-Up: (0-10)

none | included | clear/measurable

0 2 4 6 8 10 ______

7. Budget: (0-15)

inappropriate, lacks relation to plan | designed to meet program needs and accomplish work | cost effective, low cost per participant

0 3 6 9 12 15 ______

TOTAL ______

OREGON WORKFORCE 2000 ACT: INDIVIDUAL PROGRAM DESCRIPTIONS

KEY INDUSTRY WORKFORCE TRAINING	$750,000 for EDD to make competitive, matching grants to community colleges to cover the cost of providing customized re-training and skills upgrading (including literacy training) to Oregon industries, not individual businesses.
TARGETED TRAINING	$1,000,000 for EDD to make competitive, matching grants to community colleges to cover the cost of providing customized training for employees in new and expanding *individual* businesses, particularly businesses experiencing rapid growth.
LITERACY	$150,000 to Office of Community College Services to fund a statewide literacy hotline program which will: (1) coordinate information about available literacy programs and (2) offer information about programs by phone.
	$250,000 to Office of Community College Services to make competitive grants to community college services to develop needed literacy programs.
ANNUAL WORKFORCE INVENTORY & ASSESSMENT	$200,000 to EDD to conduct an assessment of Oregon employee's present skills and educational competencies and to determine where the workforce's greatest training needs are.
OCCUPATION PROGRAM PLANNING SYSTEM	$150,000 to the Employment Division for the development of the Occupation Program Planning System, specifically to develop capabilities for tracking the placement success of JTPA clients, New Jobs program graduates, and graduates of other training programs.
ADVANCED TECHNOLOGY & SKILL CENTERS	$1,800,000 to Division of Vocational Education to make competitive, matching grants to community colleges to establish advanced technology centers and skill training centers.
CONNECTING COMMUNITY COLLEGE PROGRAMS	$2,450,000 to the Division of Vocational Education to make competitive, matching grants to community colleges and public schools for the creation and expansion of coordinated programs for students. Programs are required the participation of business and industry in their design, ensuring programs that offer students marketable skills and training.
REVITALIZING SECONDARY VOC EDUCATION	$1,000,000 to replace and update high school vocational equipment.
	$1,140,000 to update vocational curriculum, provide teacher training, sponsor student vocational leadership programs, and work experiences for both teacher and students.
	$800,000 for incentives to create skill training centers in public schools.
SELF SUFFICIENCY SCHOLARSHIP FUND	$3,000,000 to the Oregon State Scholarship Commission to provide competitive grants or loans to community colleges for making individual grants to students in need of financial assistance in pursuing vocational, literacy, or other basic training. Funds are designated for economically disadvantaged individuals and may be used for child care or transportation costs.

APPRENTICESHIP OUTREACH PROGRAM	$100,000 to the Bureau of Labor and Industry for the development of a program to increase the enrollment of women and minorities in Apprenticeship programs.
CORRECTIONS APPRENTICESHIP COORDINATOR	$80,000 to the Department of Corrections for the position of Apprenticeship Coordinator who shall work with the Bureau of Labor and Industry, Apprenticeship Division, to develop apprenticeship and other skills training programs for inmates.
YOUTH JOB TRAINING FUND	$300,000 to the Department of Education to make competitive, matching grants to community, Youth Conservation Corps, and other youth assistance programs for the development of job training programs for economically disadvantaged or at-risk youth.
TEACHING CAREERS PROMOTION TO AT-RISK YOUTH	$150,000 to the Department of Education to make competitive grants for the implementation of programs to encourage at-risk youth to pursue careers in education. Acceptable programs will include partnerships between public schools, community colleges, and four year colleges and universities.

LC 3546
3/3/89 (JB/mh)

DRAFT

SUMMARY

Establishes programs for promotion of literacy, education and job training for Oregon workers.

Establishes Workforce Development Fund in State Treasury.

Appropriates moneys out of Workforce Development Fund for various state agencies for purpose of funding workforce programs described in Act.

Allocates $_______ of lottery proceeds to Workforce Development Fund.

A BILL FOR AN ACT

Relating to workforce development programs; and appropriating money.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Policy and Goals. (1) The Legislative Assembly finds that a highly skilled, well educated workforce is critical to the present and future competitiveness of Oregon's economy. The Legislative Assembly, therefore, declares that it is the economic development policy of the state to support and promote literacy, education and job training for Oregon workers. Further, the Legislative Assembly declares that it is the goal of the state to achieve the following by the year 2000:

(a) Measurably increase the knowledge and improve the skills of Oregon workers;

(b) Promote and sponsor effective and responsible training programs for employed and unemployed Oregonians who need literacy and other job-related training;

(c) Promote and increase youth enrollment in secondary, post-secondary and apprenticeship programs that lead to family wage jobs;

(d) Secure the active participation and full cooperation of Oregon industry leaders and business owners in developing programs to increase and improve worker education and performance;

(e) Promote and increase the coordination of Oregon's education and job

NOTE: Matter in **bold face** in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted.

training systems to more fully respond to the increasingly complex training needs of workers; and

(f) Promote and increase access to education and job training programs for all Oregonians regardless of their economic status or geographic location within the state.

(2) The Legislative Assembly declares that it is policy of this state to integrate employment, training and development programs into its economic development efforts. The Legislative Assembly further declares that the employment development and training activities provided for in this Act are job creation and economic development activities within the meaning of subsection (3), section 4, Article XV, Oregon Constitution.

SECTION 2. Workforce Development Fund. (1) There is created the Workforce Development Fund, separate and distinct from the General Fund. All interest earned on moneys in the Workforce Development Fund shall inure to the benefit of the fund. Moneys in the Workforce Development Fund shall be expended for the purpose of supporting programs prescribed by this Act and other programs developed to achieve the goals described in section 1 of this Act.

(2) The Economic Development Department shall administer the Workforce Development Fund in a manner that maximizes coordination with other economic development efforts. Moneys may not be released from the Workforce Development Fund to other state agencies unless the Economic Development Department has approved a plan prepared by such state agencies that ensures overall coordination with other economic development efforts and compliance with this Act.

SECTION 3. Workforce Programs Manager and State Agency Workforce Advisory Council. (1) The Director of the Economic Development Department shall designate within that department a Workforce Programs Manager. The manager shall facilitate coordination of programs created in this Act; seek and consider business, industry and labor involvement; and cooperate with other employment and training councils, commissions and boards.

(2) There is established a State Agency Workforce Advisory Council. The council shall:

(a) Advise the Workforce Programs Manager concerning matters relating to the coordination of programs created by this Act;

(b) Provide a forum for the regular discussion of job training issues by state agency personnel; and

(c) Advise the Workforce Programs Manager of workforce education trends and the status of state sponsored training programs.

(3) The council shall be composed of the Workforce Programs Manager, the manager of the Job Training Partnership Program, the Assistant Director for Employment, the Commissioner of the Office of Community College Services, the Commissioner of the Bureau of Labor and Industries, the Director of the Oregon "New Jobs" program and the Associate Superintendent of Vocational Education. Council members may designate staff members to fully represent them on the Council.

(4) The Workforce Programs Manager shall serve as the convener and chairperson of the council. The staff of the manager will provide staff assistance to the council. The council shall meet regularly.

(5) To promote worker skill development and promote the coordination of programs created by this Act, the Workforce Programs Manager shall be authorized to:

(a) Receive regular reports from individuals and agencies responsible for the management of created programs;

(b) Review and comment on proposed administrative rules and operational guidelines that affect created programs; and

(c) Recommend to the Legislative Assembly, the Executive Department and state agencies procedures and policies that will promote the full coordination of state assisted education and training programs.

(6) The manager shall be authorized to expend funds from the Workforce Development Fund to sponsor studies and reports on issues and concerns that affect education and job training programs.

(7) The Workforce Program Manager shall report annually to the Joint Committee on Trade and Economic Development on the activities created by this Act.

SECTION 4. Workplace Training for Key Industries. The Legislative Assembly finds that efficiency and higher productivity in all sectors of the economy are important to the maintenance of the state's economic health. The Legislative Assembly further finds that a trained, productive and flexible workforce is critical to competitiveness, efficiency and higher productivity. Therefore, the Legislative Assembly declares that it is the policy of the State of Oregon to promote the development and improvement of the work skills and basic literacy skills of employes working in all sectors of the state's economy. For these reasons, the Oregon Workforce Employe Training Program shall be established within the Economic Development Department. Through this program, the department shall do the following:

(1) Provide matching grants through community colleges in partnership with employers for the purpose of providing employes with literacy or customized skills training.

(2) Restrict grant awards to training program proposals submitted by two or more firms in a single business, professional or industry sector, with preference given to programs developed in cooperation with business, professional or industry associations.

(3) Require that training programs provide long-term comprehensive skills development.

(4) Award grants to only those proposals that sustain or create family wage jobs.

SECTION 5. Targeted Training for New and Expanded Business. Through rules adopted by the Director of the Economic Development Department under ORS 184.280, the Economic Development Department shall make competitive grants to community college districts for targeted training which assist existing business to expand and new businesses to become established in Oregon. Grants under this subsection shall be made only for programs that lead to family wage jobs. Additionally, grants shall be matched in substantial part by other funds available to the affected business. Grants under this subsection may not total more than $_______ over the biennium beginning July 1, 1989.

SECTION 6. Literacy. (1) Through rules adopted by the State Board of Education, the Office of Community College Services shall provide for a state-wide literacy "hotline" for literacy program referrals, and for the state-wide coordination of literacy programs pursuant to ORS 344.760 and 344.765. The Office of Community Colleges is authorized to expend $_______ for the purposes outlined in this subsection.

(2) Through rules adopted by the State Board of Education, the Office of Community College Services shall make competitive grants to the community college districts to provide literacy programs. Grants under this subsection must be conditioned upon reasonable college and employer assurances that created programs will extend beyond the grant period. Grants must be distributed on a reasonable geographic basis. Grants under this subsection may not total more than $________ over the biennium beginning July 1, 1989.

(3) Notwithstanding any other law, gifts and grants secured for the support of literacy programs may be deposited with, and administered by a nonprofit organization selected by the Commissioner of the Office of Community College Services. The Director of the Department of Revenue shall concur in the selection of such a nonprofit organization and shall prescribe reasonable standards for the accounting of funds.

SECTION 7. Annual workforce inventory and assessment. The Economic Development Department shall cause a test or set of tests to be administered to a statistically valid sample of Oregon workers for the purpose of assessing the quality of the workforce. The department will include a tabulation and analyses of the findings of these tests as part of an annual report on the State of Oregon's workforce. The department shall submit the annual report to the Governor, and the Joint Legislative Committee on Trade and Economic Development. The department may make the test or set of tests developed under this section available to educational institutions and training programs for use in evaluating program effectiveness.

SECTION 8. Occupational program planning system. (1) The Occupational Program Planning System is established by this Act as the state's official occupational information system. This system shall provide the following information:

(a) Projections of occupational employments and openings.

(b) Estimates of the number of unemployed by occupation.

(c) Estimates of occupational supply from education, employment and job training programs.

(d) Statistical and narrative occupational demand and supply analyses.

(e) Occupational employment patterns by industry.

(f) Occupational characteristics information.

(2) The Occupational Program Planning System shall also provide, in cooperation with education, employment and job training program providers and the Employment Division of the Department of Human Resources a systematic follow-up of program providers and the Employment Division's unemployment insurance wage file. Follow-up information shall be provided annually to program providers and their related state agencies. A report on the results of follow-up studies shall be submitted biennially to the Education Committees of the Legislative Assembly and to the Joint Legislative Committee on Trade and Economic Development.

(3) The Occupational Program Planning System shall be housed in the Research and Statistics Section of the Employment Division. Policy direction for the system shall be provided by the Oregon Occupational Information Coordinating Committee, which shall forward required reports to appropriate state and local agencies.

SECTION 9. Community College Advanced Technology Centers and Skill Training Centers. (1) Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education, in cooperation with the Office of Community College

Services may make competitive grants to community college districts for the purposes of providing incentives to create advanced technology centers and skill training centers for workforce excellence within community college settings.

(2) Advanced technology centers may serve the specific training and technology transfer needs of an industry. Grants for advanced technology centers made under this section must be matched in substantial part with other funds available to the community college and must be distributed on a reasonable geographic basis. Grants for advanced technology centers may not total more than $_______ over the biennium beginning July 1, 1989.

(3) Skill training centers may provide intensive instruction and support for students in order to prepare them for participation in a competitive workforce. Centers must respond to clear and significant community workforce needs that are not adequately addressed through existing programs and provide support services that enable at-risk youth and adults to succeed. Grants for skill training centers made under this section must be matched in substantial part with other funds available to the local district and must be distributed on a reasonable geographic basis. Grants for skill training centers may not total more than $_______over the biennium beginning July 1, 1989.

(4) No grants may be made from the account established under this section until a plan has been prepared by all Oregon community colleges specifying their cooperative use of these funds and providing evidence that no duplication of activities will be funded. Grants provided under this section shall be reviewed by the Economic Development Department.

SECTION 10. Connecting community colleges to secondary schools, business and other trainers. Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education, in cooperation with the Office of Community College Services, may make competitive grants to community college districts, public school districts or educational service districts in order to provide for the expansion and further development of coordinated instructional programs between high schools and community colleges, including apprenticeship programs. A qualifying program must reflect the full participation of business and industry in its design and demonstrate clear educational benefits for students. Grant funds may be provided to a community college district, public school district, educational service district or some participating combination of all three. Grants made under this section must be matched in substantial part with other funds available to the local district and must be distributed on a reasonable geographic basis. Grants under this section may not total more than $__________ over the biennium beginning July 1. 1989. Grants provided under this section shall be reviewed by the Department of Economic Development.

SECTION 11. Revitalizing secondary vocational technical programs. Through rules adopted by the State Board of Education and using funds from the Workforce Development Fund, the Division of Vocational Education may make competitive grants to public school districts, community colleges and educational service districts for the purposes of:

(1) Updating secondary vocational technical program instructional equipment necessary to respond to new technology and keep instruction in tune with the workplace. Grants under this subsection may not total more than $__________ over the biennium beginning July 1. 1989.

(2) Providing training, leadership and work experiences for instructors and students to meet the challenges of new technology and an increasingly complex society. Such experiences may include instructor inservice training, state-wide student skills contests, high school and community college cooperative work experience programs, student leadership programs and curricular realignment. All activities will be developed with the special recognition of and attention to services needed for at-risk youth and adults to succeed in training programs. Grants under this subsection may not total more than $__________ over the biennium beginning July 1. 1989. The State Board of Education may reserve up to $__________ of the funds au-

thorized under this subsection to provide services and operate programs directly through the Division of Vocational Education.

(3) Providing incentives to create skill training centers within public school settings. Grants made under this subsection must be matched, in substantial part, with other funds available to the community and must be distributed on a reasonable geographic basis. Grants under this subsection may not total more than $__________ over the biennium beginning July 1, 1989.

SECTION 12. Economic Self-sufficiency scholarships. (1) The State Scholarship Commission shall provide funds to community colleges for their use in awarding economic self-sufficiency scholarships, in the form of grants and loans, to economically disadvantaged individuals. Scholarship and loan recipients may use the funds to pay tuition and other costs, including child care and transportation costs, associated with participating in education or training programs leading to employment in family-wage jobs.

(2) Scholarships and loans from the Workforce Development Fund shall be awarded to students who are not otherwise eligible for state scholarship funds because of certain economic, institutional or personal barriers, such as a need for child care or transportation, participation in training programs only part-time or enrollment in noncredit job training courses.

(3) Rules established by the State Scholarship Commission in cooperation with the Office of Community College Services shall give preference in awarding grants and loans to individuals who:

(a) Are economically disadvantaged, unemployed or living at or below the federally established poverty level: and

(b) Enroll in 2 + 2, apprenticeship, basic skills training, "New Jobs" or other secondary or post-secondary education programs as approved by the State Scholarship Commission in cooperation with the Office of Community College Services.

(4) Additional guidelines for awarding grants and loans from the Workforce Development Fund shall be established by the Scholarship Com-

mission in cooperation with an advisory committee of community college financial aid officers who will be selected by the Director of the Office of Community College Services.

(5) No state agency providing assistance to any individuals who receive economic self-sufficiency scholarship funds shall reduce its payments to them because they received a grant or loan. Furthermore, the receipt of an economic self-sufficiency scholarship grant or loan shall not affect or diminish the recipient's eligibility for assistance from any other state program.

SECTION 13. Extending apprenticeship training. The Apprenticeship and Training Division of the Bureau of Labor and Industries shall develop outreach programs to place women and minorities in apprenticeship programs.

SECTION 14. Corrections Apprenticeship Coordinator. The position of Apprenticeship Program Coordinator is continued in the Department of Corrections. The coordinator shall work cooperatively with the Apprenticeship and Training Division of the Bureau of Labor and Industries and the Office of Community College Services to develop and implement apprenticeship programs for inmates.

SECTION 15. Youth job training fund. Through rules adopted by the State Board of Education, the Department of Education, in cooperation with the Office of Community Colleges, shall provide competitive grants to promote participation by economically disadvantaged and at-risk youth in job training, skills training and basic education programs, in cooperation with community youth programs and the Youth Conservation Corps organized under chapter 326, Oregon Laws 1987. The Department of Education shall use moneys appropriated for the purpose of making competitive grants to youth assistance and education programs offering vocational education, apprenticeships, secondary and post-secondary education, basic literacy training and other knowledge and skill building opportunities to disadvantaged and at-risk youth. Preference will be given to programs in which employers are active participants and that lead to eventual employment in family-wage jobs.

SECTION 16. At-risk youth recruitment for teaching careers program. Through rules adopted by the State Board of Education, the Department of Education will provide grants to encourage at-risk youth to pursue careers in the teaching profession. The program must encourage partnerships between local school districts, community colleges and institutions of higher education. The program must include:

(1) Counseling about teaching as a career;

(2) Exposure to teaching professionals;

(3) Exposure to community college and four-year college teaching programs;

(4) Summer work opportunities in teaching situations;

(5) Enrollment in college level courses, whenever possible, during the student's high school years;

(6) Assistance with college admission processes;

(7) Assistance with financial aid applications;

(8) Assistance preparing for teacher competency exams; and

(9) Continued contact with students while enrolled in college-level teaching programs.

SECTION 17. In addition to and not in lieu of any other appropriation:

(1) There is appropriated to the Division of Vocational Education of the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) Grant program for advanced technology centers under section 9 of this Act .... $ ____________

(b) Grant program for skill training centers under section 9 of this Act .... $ ____________

(c) Grant program for updating high school instructional equipment under subsection (1) of section 11 of this Act .... $ ____________

(d) Grant program for providing student and teacher training, leadership and work experience under subsection (2) of section 11 of this Act..........................$ ____________

(e) Grant program for skill training centers
under subsection (3) of section 11 of this Act..........................$ ____________

(f) Grant program for coordinated high school and
community college instructional programs under
section 10 of this Act..$ ____________

(g) Grant program for promoting teaching careers to at-risk
youth under section 16 of this Act..$ ____________

(2) There is appropriated to the Economic Development Department, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) Workforce Employe Training Program
under section 4 of this Act..$ ____________

(b) Grant program for targeted training
under section 5 of this Act..$ ____________

(c) Annual workforce assessment
under section 7 of this Act..$ ____________

(3) There is appropriated to the Office of Community College Services in the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the following amounts for the following purposes:

(a) State-wide coordination of literacy programs and literacy
program referrals under subsection (1) of section 6 of this Act...$ ____________

(b) Grant program for literacy programs
under subsection (1) of section 6 of this Act....................................$ ____________

(4) There is appropriated to the State Scholarship Commission, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $__________ for the purpose of awarding economic self-sufficiency scholarships as provided in section 12 of this Act.

(5) There is appropriated to the Apprenticeship and Training Division of the Bureau of Labor and Industries, for the biennium beginning July 1, 1989,

out of the Workforce Development Fund, the sum of $__________ for the outreach programs described in section 13 of this Act.

(6) There is appropriated to the Department of Corrections, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $__________ for the purpose of continuing the position of Apprenticeship Program Coordinator as provided in section 14 of this Act.

(7) There is appropriated to the Department of Education, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $__________ for the purpose of providing grants for youth job training under section 15 of this Act.

(8) There is appropriated to the Employment Division of the Department of Human Resources, for the biennium beginning July 1, 1989, out of the Workforce Development Fund, the sum of $__________ for the purpose of operating the Occupational Program Planning System as provided in section 8 of this Act.

SECTION 18. There is allocated from the Executive Department Economic Development Fund the amount of $__________ to the Workforce Development Fund for the biennium beginning July 1, 1989.

SECTION 19. The section captions used in this Act are provided only for convenience in locating provisions of this Act and do not become part of the statutory law of this state or express any legislative intent in the enactment of this Act.

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COURSES ARTICULATED
September 1986 - June 1989

PORTLAND PUBLIC SCHOOLS

	Benson	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	Voc. Village
AGRICULTURE											
AUTO BODY	AB 3.102 AB 3.105AA AB 3.106 AB 3.109 AB 3.131 AB 3.141										
AUTOMOTIVE TECH.	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417		AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417			AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417		AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417
BUSINESS/OFFICE		BA 2.101 BA 2.172 OA 111 OA 121	BA 2.101 BA 2.172 OA 111 OA 121	BA 2.101 BA 2.172 OA 121	BA 2.101 BA 2.172 OA 121	BA 2.101 BA 2.172 OA 121	BA 2.101 BA 2.172 OA 121	BA 2.101 BA 2.172 OA 121	BA 2.101 BA 2.172 OA 121		BA 2.101 BA 2.172 OA 121
DIESEL	DS 3.100 DS 3.101 DS 3.400 DS 3.502										
DRAFTING	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211 ADT 3.351 DRF 6.202	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211			DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	
EARLY CHILDHOOD		HEC 7.402	HEC 7.402	HEC 7.402						HEC 7.402	HEC 7.402
ELECTRONICS	EET 111 EET 112	EET 111	EET 111								
GRAPHICS (TO UPDATE)											
MACHINE TECHNOLOGY											
MARKETING											
MATHEMATICS	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
MEDICAL TERMINOLOGY											
WELDING	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502						WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501 WLD 3.502

*The following drafting courses are offered at Benson High School to all drafting students in Portland Public Schools:
ADT 3.351 and DRT 6.202.

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PAVTEC PROGRAM ARTICULATION
BENSON HIGH SCHOOL
PRINCIPAL - TOM PARR

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546 N. E. 12 AVENUE
PORTLAND, OR 97232

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APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTO BODY TECH	AB 3.102 AB 3.105AA AB 3.106 AB 3.109 AB 3.131 AB 3.141	4 4 4 4 4 (partial) 4 (partial)	Intro to Body/ Fender Junior Auto 5 Senior Auto Body/Paint	Von Hunter	Ken Kline, Tech/Ind Ed Specialist	Steve White	Marjorie Carson	HS
AUTOMOTIVE SERVICE TECH	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417	4 4 4 4 4 4 4 4 4 4 4	Intro to: Mechanics Engines Electronics Auto Tech Modules	Bruce Higby	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
DIESEL SERVICE TECH	DS 3.100 DS 3.101 DS 3.400 DS 3.502	8 8 8 8	Auto Mechanics and Industrial Diesel	Bruce Higby	Ken Kline, Tech/Ind Ed Specialist	Fred DeWitt	Marjorie Carson	PCC
DRAFTING	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211 ADT 3.351 DRF 6.202	2 2 8 3 3 8	Tech Drafting, Sketching, & Blueprint Reading 1-2 Tech Draft-- Arch 3, 4, 5, 6 Tech Draft 3, 4, 5, 6	Gary Beck	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
ELECTRONICS	EET 111 EET 112	4 4	Elec Eng 5-6 Elec Serv 5-6 Elec Eng 7-8	Bill Irgens	Ken Kline, Tech/Ind Ed Specialist	Dave Hata	Bob Dixon	HS
MATHEMATICS	See attached PCC and High School alignment			Carl Bryson	Jack Hopper Math Specialist	Dick Clark	Dick Clark	PCC
WELDING	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501\ WLD 3.502/	2-4 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2-8	Manufacturing	Jerry Vinje	Ken Kline, Tech/Ind Ed Specialist	Harry Feldman	Gaylon Huff	PCC

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PAVTEC PROGRAM ARTICULATION
CLEVELAND HIGH SCHOOL
PRINCIPAL - ROBERT O'NEILL

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APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Wayne Knepper	Sharon Giliam Bus./Mktg. Ed. Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 111	3	Shorthand 1-2					
	OA 121	3	Keyboard 1-2					
DRAFTING	DRF 6.112	2	Tech Drafting, Sketching, & Blueprint Reading 1-2	George Bleeke	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
	DRF 6.114	2						
	DRF 6.116	8						
	ADT 3.211	3	Tech Draft--Arch 3-4 Tech Drafting 3-4					
EARLY CHILDHOOD	HEC 7.402	3	Child Development	Joan Trapp	Mary Karter, Home Ec. Specialist	Elnagene Freeman	Sonya McDowell	HS
ELECTRONICS	EET 111	4	Basic Electronics 1, 2, 3, 4	George Bleeke	Ken Kline, Tech/Ind Ed Specialist	Dave Hata	Bob Dixon	HS
MATHEMATICS	See attached PCC and High School alignment			Larry Jackson	Jack Hopper Math Specialist		Dick Clark	PCC
WELDING	WLD 3.101	2-4	IM 1-2	Paul George	Ken Kline, Tech/Ind Ed Specialist	Harry Feldmam	Gaylon Huff	PCC
	WLD 3.102	2 (partial)	IM 3-4					
	WLD 3.103	2 (partial)	IM CL 3-4					
	WLD 3.104	2 (partial)	IM CL 5-6					
	WLD 3.105	2 (partial)						
	WLD 3.106	2 (partial)						
	WLD 3.301	2 (partial)						
	WLD 3.303	2 (partial)						
	WLD 3.501\	2-8						
	WLD 3.502/							

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PAVTEC PROGRAM ARTICULATION
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280-5140

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401 AM 3.402 AM 3.403 AM 3.404 AM 3.405 AM 3.406 AM 3.407 AM 3.409 AM 3.411 AM 3.412 AM 3.417	4 4 4 4 4 4 4 4 4 4 4	Automotive	William Green	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
BUSINESS OFFICE	BA 2.101 BA 2.172 OA 111 OA 121	3 1 3 3	Accounting 1-2 Approved Office Sys Shorthand 1-2 Keyboard 1-2	Ellen Jenkins	Sharon Giliam Bus./Mktg. Ed. Specialist	Ardis Sheridan	Gaylon Huff	HS
DRAFTING	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	2 2 8 3	Tech Drafting, Sketching, & Blueprint Reading 1-2 Tech Draft--Arch 3-4 Tech Drafting 3-4	George Sims	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
EARLY CHILDHOOD	HEC 7.402	3	Child Development Program	Carlene Crawford	Mary Karter, Home Ec Specialist	Elnagene Freeman	Sonya McDowell	HS
ELECTRONICS	EET 111	4	Electronics 1, 2, 3 Electronics 4 offered at Cleveland	George Sims	Ken Kline, Tech/Ind Ed Specialist	Dave Hata	Bob Dixon	HS
MATHEMATICS	See attached PCC and High School alignment			Dick Mabry	Jack Hopper Math Specialist		Dick Clark	PCC
WELDING	WLD 3.101 WLD 3.102 WLD 3.103 WLD 3.104 WLD 3.105 WLD 3.106 WLD 3.301 WLD 3.303 WLD 3.501\\ WLD 3.502/	2-4 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2 (partial) 2-8	Metals	Peter Mahr	Ken Kline, Tech/Ind Ed Specialist	Harry Feldman	Gaylon Huff	PCC

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PAVTEC PROGRAM ARTICULATION
GRANT HIGH SCHOOL
PRINCIPAL - MYRA ROSE

ADDRESS
2245 N. E. 36 AVENUE
PORTLAND, OR 97212

PHONE
280-5160

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401	4	Automotive	Bob Clark	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
	AM 3.402	4						
	AM 3.403	4						
	AM 3.404	4						
	AM 3.405	4						
	AM 3.406	4						
	AM 3.407	4						
	AM 3.409	4						
	AM 3.411	4						
	AM 3.412	4						
	AM 3.417	4						
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Mollie Palmer	Sharon Giliam Bus./Mktg. Ed. Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
DRAFTING	DRF 6.112	2	Tech Drafting, Sketching, & Blueprint Reading 1-2	Bruce Burmeister	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
	DRF 6.114	2						
	DRF 6.116	8						
	ADT 3.211	3	Tech Draft--Arch 3-4 Tech Drafting 3-4					
EARLY CHILDHOOD	HEC 7.402	3	Child Development/ Child Services	Leilani Smith	Mary Karter, Home Ec Specialist	Elnagene Freeman	Sonya McDowell	HS
MATHEMATICS	See attached PCC and High School alignment			Sue Yabuki	Jack Hopper Math Specialist		Dick Clark	PCC

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PAVTEC PROGRAM ARTICULATION
JEFFERSON HIGH SCHOOL
PRINCIPAL - NATHAN JONES

ADDRESS
5210 N. KERBY AVENUE
PORTLAND, OR 97217

PHONE
280-5180

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401	4	Automotive	Alan Davis	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
	AM 3.402	4						
	AM 3.403	4						
	AM 3.404	4						
	AM 3.405	4						
	AM 3.406	4						
	AM 3.407	4						
	AM 3.409	4						
	AM 3.411	4						
	AM 3.412	4						
	AM 3.417	4						
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Frank Tarr	Sharon Giliam Bus./Mktg. Ed.Specialist	Ardis Sherican	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
MATHEMATICS	See attached PCC and High School alignment			Barry Chapelle	Jack Hopper Math Specialist		Dick Clark	PCC

PAVTEC PROGRAM ARTICULATION
LINCOLN HIGH SCHOOL
PRINCIPAL - JUDY ACHENMEIER

ADDRESS
1600 S. W. SALMON STREET
PORTLAND, OR 97205

PHONE
280-5200

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Bobbie Clyde	Sharon Giliam Bus./Mktg. Ed.Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
MATHEMATICS	See attached PCC and High School alignment			Wendy Dalrymple	Jack Hopper Math Specialist		Dick Clark	PCC

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PAVTEC PROGRAM ARTICULATION
MADISON HIGH SCHOOL
PRINCIPAL - LUKE FIORANTE

ADDRESS
2735 N. E. 82ND AVENUE
PORTLAND, OR 97220

PHONE
280-5220

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
BUSINESS OFFICE	BA 2.101 BA 2.172 OA 121	3 1 3	Accounting 1-2 Approved Office Sys Keyboard 1-2	June Wong	Sharon Giliam Bus./Mktg. Ed. Specialist	Ardis Sheridan	Gaylon Huff	HS
DRAFTING	DRF 6.112 DRF 6.114 DRF 6.116 ADT 3.211	2 2 8 3	Tech Drafting, Sketching, & Blueprint Reading 1-2 Tech Draft--Arch 3-4 Tech Drafting 3-4	Gordon Johnson	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
MATHEMATICS	See attached PCC and High School alignment			Cheryl Frame	Jack Hopper Math Specialist		Dick Clark	PCC

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PAVTEC PROGRAM ARTICULATION
MARSHALL HIGH SCHOOL
PRINCIPAL - COLIN KARR-MORSE

ADDRESS
3905 S. E. 91ST AVENUE
PORTLAND, OR 97266

PHONE
280-5240

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401	4	Automotive	John Zimmerman	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
	AM 3.402	4						
	AM 3.403	4						
	AM 3.404	4						
	AM 3.405	4						
	AM 3.406	4						
	AM 3.407	4						
	AM 3.409	4						
	AM 3.411	4						
	AM 3.412	4						
	AM 3.417	4						
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Phyllis Lambert	Sharon Giliam Bus./Mktg. Ed.Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
DRAFTING	DRF 6.112	2	Tech Drafting, Sketching, & Blueprint Reading 1-2	Earl Balzer	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
	DRF 6.114	2						
	DRF 6.116	8						
	ADT 3.211	3	Tech Draft--Arch 3-4 Tech Drafting 3-4					
MATHEMATICS	See attached PCC and High School alignment			Sue Peters	Jack Hopper Math Specialist		Dick Clark	PCC

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PAVTEC PROGRAM ARTICULATION
ROOSEVELT HIGH SCHOOL
PRINCIPAL - GEORGE GALATI

ADDRESS
6941 N. CENTRAL STREET
PORTLAND, OR 97203

PHONE
280-5260

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401	4	Automotive	Dennis Mitts	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
	AM 3.402	4						
	AM 3.403	4						
	AM 3.404	4						
	AM 3.405	4						
	AM 3.406	4						
	AM 3.407	4						
	AM 3.409	4						
	AM 3.411	4						
	AM 3.412	4						
	AM 3.417	4						
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Sam Ashley	Sharon Giliam Bus./Mktg. Ed.Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
DRAFTING	DRF 6.112	2	Tech Drafting, Sketching, & Blueprint Reading 1-2	Larry Erbes	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
	DRF 6.114	2						
	DRF 6.116	8						
	ADT 3.211	3	Tech Draft--Arch 3-4					
			Tech Drafting 3-4					
MATHEMATICS	See attached PCC and High School alignment			Bud Meyer	Jack Hopper Math Specialist		Dick Clark	PCC
WELDING	WLD 3.101	2-4	Metals	Chuck Nafsinger	Ken Kline, Tech/Ind Ed Specialist	Harry Feldman	Gaylon Huff	PCC
	WLD 3.102	2 (partial)						
	WLD 3.103	2 (partial)						
	WLD 3.104	2 (partial)						
	WLD 3.105	2 (partial)						
	WLD 3.106	2 (partial)						
	WLD 3.301	2 (partial)						
	WLD 3.303	2 (partial)						
	WLD 3.501\	2-8						
	WLD 3.502/							

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PAVTEC PROGRAM ARTICULATION
WILSON HIGH SCHOOL
PRINCIPAL - EUGENE DOUTHIT

ADDRESS
1151 S. W. VERMONT STREET
PORTLAND, OR 97219

PHONE
280-5280

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
DRAFTING	DRF 6.112	2	Tech Drafting, Sketching, & Blueprint Reading 1-2	Mark Mochon	Ken Kline, Tech/Ind Ed Specialist	Gary Reedy	Bob Dixon	HS
	DRF 6.114	2						
	DRF 6.116	8						
	ADT 3.211	3	Tech Draft-- Arch 3-4					
			Tech Drafting 3-4					
EARLY CHILDHOOD	HEC 7.402	3	Child Development	Lucille Meyer	Mary Karter, Home Ec Specialist	Elnagene Freeman	Sonya McDowell	HS
MATHEMATICS	See attached PCC and High School alignment			Walt Looney	Jack Hopper Math Specialist		Dick Clark	PCC
WELDING	WLD 3.101	2-4	Metals 1, 2, 3, 4, 5, 6	Mark Mochon	Ken Kline, Tech/Ind Ed Specialist	Harry Feldman	Gaylon Huff	PCC
	WLD 3.102	2 (partial)						
	WLD 3.103	2 (partial)						
	WLD 3.104	2 (partial)						
	WLD 3.105	2 (partial)						
	WLD 3.106	2 (partial)						
	WLD 3.301	2 (partial)						
	WLD 3.303	2 (partial)						
	WLD 3.501\	2-8						
	WLD 3.502/							

PAVTEC PROGRAM ARTICULATION
VOCATIONAL VILLAGE HIGH SCHOOL
PRINCIPAL - PAUL ERICKSON

ADDRESS
5040 S. E. MILWAUKIE BOULEVARD
PORTLAND, OR 97202

PHONE
280-5747

APRIL 1988

PROGRAM	ARTICULATED PCC COURSES	PCC CREDITS AVAILABLE	HIGH SCHOOL EQUIVALENT COURSES	HIGH SCHOOL FACULTY	HIGH SCHOOL ADMINISTRATOR	PCC FACULTY	PCC ADMINISTRATOR	TEST SITE
AUTOMOTIVE SERVICE TECH	AM 3.401	4	Automotive	Rod Buxton	Ken Kline, Tech/Ind Ed Specialist	Jim Blackburn	Chuck Howell	PCC
	AM 3.402	4						
	AM 3.403	4						
	AM 3.404	4						
	AM 3.405	4						
	AM 3.406	4						
	AM 3.407	4						
	AM 3.409	4						
	AM 3.411	4						
	AM 3.412	4						
	AM 3.417	4						
BUSINESS OFFICE	BA 2.101	3	Accounting 1-2	Geraldine Stilwell	Sharon Giliam Bus./Mktg. Ed.Specialist	Ardis Sheridan	Gaylon Huff	HS
	BA 2.172	1	Approved Office Sys					
	OA 121	3	Keyboard 1-2					
EARLY CHILDHOOD	HEC 7.402	3	Child Care	Priscilla Downing	Mary Karter, Home Ec Specialist	Elnagene Freeman	Sonya McDowell	HS
MATHEMATICS	See attached PCC and High School alignment			Barbara Meyer	Jack Hopper Math Specialist		Dick Clark	PCC
WELDING	WLD 3.101	2-4	Metals 1, 2, 3	Vasilios Anastasiov	Ken Kline, Tech/Ind Ed Specialist	Harry Feldman	Gaylon Huff	PCC
	WLD 3.102	2 (partial)						
	WLD 3.103	2 (partial)						
	WLD 3.104	2 (partial)						
	WLD 3.105	2 (partial)						
	WLD 3.106	2 (partial)						
	WLD 3.301	2 (partial)						
	WLD 3.303	2 (partial)						
	WLD 3.501\	2-8						
	WLD 3.502/							

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Students Receiving Grades/Credit through PAVTEC
Articulated Agreements 1987/1988
Final Report - August 26, 1988

HIGH SCHOOL	COURSE	# OF GRADES EARNED	CREDIT HOURS PER CLASS	CREDIT HOURS AWARDED	# OF STUDENTS RECORDING
Aloha	BA 2.101	2	3	6	
	BA 2.172	3	1	3	
	OA 2.521	6	1	6	
	ADT 3.351	3	3	9	
	DRF 6.122	5	2	10	
	DRF 6.116	4	8	32	
	DRF 6.202	1	8	8	
	TOTAL	24		74	15
Banks	BA 2.172	4	1	4	
	OA 121	3	3	9	
	TOTAL	7		13	4
Beaverton	BA 2.172	1	1	1	
	OA 2.521	1	1	1	
	OA 121	2	3	6	
	ADT 3.211	1	3	3	
	ADT 3.351	1	3	3	
	DRF 6.112	1	2	2	
	DRF 6.114	1	2	2	
	DRF 6.116	1	8	8	
	EET 111	1	4	4	
	EET 112	1	4	4	
	TOTAL	11		34	4
Benson	AM 3.401	9	4	36	
	AM 3.403	6	4	24	
	AM 3.405	3	4	12	
	AM 3.411	7	4	28	
	ADT 3.211	2	3	6	
	ADT 3.351	2	3	6	
	DRF 6.112	12	2	24	
	DRF 6.114	14	2	28	
	DRF 6.116	12	8	96	
	DRF 6.202	8	8	64	
	TOTAL	75		324	23

HIGH SCHOOL	COURSE	# OF GRADES EARNED	CREDIT HOURS PER CLASS	CREDIT HOURS AWARDED	# OF STUDENTS RECORDING
Forest Grove	BA 2.172	10	1	10	
	OA 111	1	3	3	
	OA 121	12	3	36	
	TOTAL	23		49	13
Franklin	BA 2.172	8	1	8	
	OA 111	2	3	6	
	OA 121	8	3	24	
	TOTAL	18		38	15
Glencoe	BA 2.101	1	3	3	
	BA 2.172	4	1	4	
	OA 2.521	2	1	2	
	OA 121	7	3	21	
	TOTAL	14		30	9
Grant	BA 2.101	2	3	6	
	BA 2.172	1	1	1	
	OA 121	2	3	6	
	ADT 3.211	1	3	3	
	DRF 6.112	2	2	4	
	DRF 6.114	2	2	4	
	DRF 6.116	2	8	16	
	TOTAL	12		40	6
Hillsboro	BA 2.101	11	3	33	
	BA 2.172	4	1	4	
	OA 2.521	4	1	4	
	OA 121	1	3	3	
	TOTAL	20		44	14
Jefferson	BA 2.172	4	1	4	
	TOTAL	4		4	4
Lake Oswego	BA 2.172	2	1	2	
	TOTAL	2		2	2

HIGH SCHOOL	COURSE	# OF GRADES EARNED	CREDIT HOURS PER CLASS	CREDIT HOURS AWARDED	# OF STUDENTS RECORDING
Lincoln	ADT 3.211	2	3	6	
	TOTAL	2		6	2
Marshall	BA 2.172	6	1	6	
	OA 121	4	3	12	
	DRF 6.116	1	8	8	
	TOTAL	11		26	7
Newberg	BA 2.101	1	3	3	
	BA 2.172	3	1	3	
	OA 121	2	3	6	
	TOTAL	6		12	5
Roosevelt	DRF 6.116	2	8	16	
	TOTAL	2		16	2
Scappoose	OA 2.521	1	1	1	
	OA 121	1	3	3	
	TOTAL	2		4	2
Sherwood	BA 2.172	3	1	3	
	OA 2.521	3	1	3	
	OA 121	3	3	6	
	TOTAL	9		15	4
Sunset	OA 121	3	3	9	
	TOTAL	3		9	3
Tigard	HEC 7.402	7	2	14	
	MTH 101	2	4	8	
	MTH 102	3	4	12	
	MTH 105	1	4	4	
	TOTAL	13		38	11
Wilson	ADT 3.211	1	3	3	
	TOTAL	1		3	1
	TOTAL	1		3	1

PAVTEC/Region IX
Program Improvement
Approved Articulation Credit Award Summary

Participation	1986/1987	1987/1988	% Increase
Districts	9	10	11%
High Schools	12	20	67%
Programs	6	7	17%
Students	81	146	78%
Separate Classes/Grades	131	260	93%
Total Credits Earned	315	781	142%

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HIGH SCHOOL PAVTEC FACULTY REPRESENTATIVES
PAVTEC PROCEDURES FOR RECORDING GRADES

Faculty representatives of high school students in approved articulated courses will need to adopt the following procedures in recording grades/credits. Qualified students who wish to articulate courses to PCC must complete the registration procedures by June 1989. The responsibilities of students, the high school faculty representative, and the high school office are outlined as follows:

A. STUDENTS

1. *Complete a short PAVTEC Registration Form supplied by PCC for each articulated PCC course. All questions must be answered to provide information for PAVTEC.*

2. *Submit a $10 fee to the high school office (or designated personnel) for recording the information to PCC Student Records.*

B. HIGH SCHOOL FACULTY REPRESENTATIVE

1. *Complete and sign a PCC grade roster for each PCC course on the PAVTEC agreement.*

    a. *List names of students who successfully pass the proficiency test and/or competencies.*
    b. *List social security numbers.*
    c. *List grades.*

2. *Submit to the high school office (or designated personnel) the following data:*

    a. *PAVTEC Registration Forms*
    b. *PCC grade rosters*
    c. *Student fees*

3. *File a copy of the PCC grade roster with the Counseling Office (or designated personnel).*

C. HIGH SCHOOL OFFICE (OR DESIGNATED PERSONNEL)

The high school office will complete the following registration procedures:

1. *Give the pink copy of the PAVTEC Registration Form to the student as a receipt.*

2. *Make a copy of the PAVTEC Registration Form for the high school records.*

3. *Send the following materials to Gwen Reynar at Student Records, Portland Community College, 12000 Southwest 49th, Portland, OR 97219:*

    a. *PAVTEC Registration Forms*
    b. *PCC grade rosters (Names on rosters without accompanying checks will not be transcripted.)*
    c. *Student fees (Make check payable to PCC.)*

NOTE: PCC ARTICULATED CREDITS MUST BE TRANSCRIPTED AT THE END OF THE STUDENT'S JUNIOR OR SENIOR YEAR. THERE ARE NO EXCEPTIONS.

4/89

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PCC PAVTEC FACULTY REPRESENTATIVES

PAVTEC PROCEDURES FOR RECORDING GRADES

PCC faculty representatives in approved program articulated courses will need to adopt the following procedures in recording grades/credits for high school students.

A. STUDENTS

1. Complete a short PAVTEC Registration Form supplied by PCC for each articulated PCC course. All questions must be answered to provide information for PAVTEC.

   Give the pink copy of the PAVTEC Registration Form to the student as a receipt.

2. Submit a $10 fee, payable to PCC, to the PCC faculty representative for recording the information to PCC Student Records.

B. PCC FACULTY REPRESENTATIVE

1. Complete and sign a grade roster for each PCC course on the PAVTEC agreement.

   a. List names of students who successfully pass the proficiency test.
   b. List social security numbers.
   c. List grades.

2. Submit to the Department Chair the following data:

   a. PAVTEC Registration Forms
   b. PCC grade rosters
   c. Student fees

C. DEPARTMENT CHAIR

1. Send the following materials to Gwen Reynar at Student Records:

   a. PAVTEC Registration Forms
   b. Grade rosters (Names on rosters without accompanying checks will not be transcripted.)
   c. Student fees

4/89

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SUMMARY OF AGREEMENTS

BANKS
Agriculture
Business/Office Admin
Drafting
Mathematics
Welding

BEAVERTON
Business/Office Admin
Drafting
Mathematics
Welding (Aloha)

FOREST GROVE
Business/Office Admin
Drafting
Mathematics
Medical Terminology
Welding

GASTON
Math
Welding

HILLSBORO
Business/Office Admin
Drafting
Early Childhood Ed
Electronic Engineering Tech
Machine Tech
Mathematics
Welding

LAKE OSWEGO
Business/Office Admin
Mathematics

NEWBERG
Agriculture
Business/Office Admin
Mathematics
Welding

PORTLAND
Auto Body
Automotive Tech
Business/Office Admin
Diesel
Drafting
Early Childhood Ed
Electronic Engineering Tech
Graphics
Industrial Occupations Trade Ext/Apprenticeship
Landscape Tech
Machine Tech
Mathematics
Medical Terminology (Pending)
Welding

ST. HELENS
Business/Office Admin
Drafting
Electronic Engineering Tech
Machine Tech
Mathematics
Welding

SCAPPOOSE
Business/Office Admin
Drafting
Mathematics
Welding

SHERWOOD
Business/Office Admin
Mathematics
Welding

TIGARD
Business/Office Admin
Early Childhood Ed
Marketing
Mathematics

VERNONIA
Business/Office Admin
Mathematics

1988-1989

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PAVTEC PROGRAM INFORMATION/TESTING

Letters of Agreement

1988-1989

Program	*PCC Faculty Rep.*	*Testing Sites*	*Dates*
Agriculture	*Don Hunter*	*High School*	
Auto Body	*Steve White*	*High School*	
Auto Services Tech	*Jim Blackburn*	*High School*	
Business/Office	*Sue George* *Ardis Sheridan* *Dolores Turville*	*High School*	
Diesel Tech	*Fred DeWitt*	*Rock Creek by appt.*	
Drafting	*Tom Macready* *Al Matilla* *Gary Reedy*	*High School*	
Early Childhood	*Elnagene Freeman*	*High School*	
Electronic Engineering Tech	*Dave Hata*	*High School*	*April 24-28*
Graphics	*Thom Perry*	*High School*	
Landscape Tech	*Dick Hollenbeck*	*High School*	
Machine Tech	*Mike Flaman* *Wally Thomas*	*Sylvania by appt.*	
Marketing	*Don McCollum*	*High School*	
Mathematics	*Dick Clark*	*PCC*	*May 20 & June 3*
Medical Terminology	*Joan Hayward*	*High School*	
Industrial Occupations--Trade Extension/Apprenticeship	*George Stevens* *Terry Jenkins* *Don Erickson*	*High School*	
Welding Tech	*Harry Feldman*	*Rock Creek by appt.*	*May 1-13*

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Portland Area Vocational/Technical Education Consortium

Portland Community College

Secondary School Districts

Banks
Beaverton
Forest Grove
Gaston
Hillsboro
Lake Oswego
Newberg
Portland
St. Helens
Scappoose
Sherwood
Tigard
Vernonia

Regional Coordinators

Columbia County
Portland Public Schools
Washington County

Associated Members

Division of Vocational Education - Oregon Department of Education
Northwest Regional Educational Laboratory
Oregon Alliance for Program Improvement
Private Industry Council

MINIPROPOSAL

DATE ____________

SCHOOL DISTRICT ____________

SUBCOMMITTEE NO. ____________

PROGRAM AREA ____________

SUBCOMMITTEE TITLE ____________

PROJECT NUMBER ____________

Return Application for Miniproposal to:

Dolores Turville, PAVTEC Coordinator
Rock Creek Campus
Portland Community College
12000 Southwest 49th
Portland, OR 97219

Date Application Approved ____________

Information Needed ____________

Date Application Denied ____________

Don Johnson, Chair
Portland Community College
12000 S.W. 49th Avenue
Portland, OR 97219
(503) 244-6111, Ex. 2573

PAVTEC MINIPROPOSAL APPLICATION FORM

DATE OF APPLICATION: ____________________

PROGRAM AREA(S): ____________________

PROJECT BEGINNING DATE: __________ PROJECT ENDING DATE: __________

PLANNERS/PARTICIPANTS (attach list as needed)

Name	Title/Instructional Area	Organization	Phone #

COORDINATORS FOR PROJECT: Name one at each high school and one at the community college.

High School ____________________ Telephone ____________________

Community College ____________________ Telephone ____________________

GOAL OF PROPOSED PROJECT:

ACTION STEPS:

RESULTS/OUTCOME EXPECTED:

ANTICIPATED FUNDING REQUEST $____________________
(Budget outline Page 2)

ADMINISTRATORS RESPONSIBLE FOR PROJECT:

____________________ ____________________
High School (Signature) Community College (Signature)

PROPOSED BUDGET

FUNCTION	FUNDS REQUESTED					
Instructional Program Improvement	HS District	HS District	HS District	HS District	HS District	Community College
Stipends						
HS: ___ faculty X ___ hrs @ $___/hr + ___% benefits =						
CC: ___ faculty X ___ hrs @ $___/hr + ___% benefits =						
Salaries (include substitute time)						
HS: ___ faculty X ___ days @ $___/day + ___% benefits =						
CC: ___ faculty X ___ days @ $___/day + ___% benefits =						
Mileage						
HS: ___ faculty X ___ miles @ ___¢ per mile =						
CC: ___ faculty X ___ miles @ ___¢ per mile =						
Supplies						
Educational Media Services						
Salaries						
Contracted Professional Services						
Travel						
Support Materials						
Production Services						
Other						
Refreshments ___ participants @ $___ each =						
Total						

Explanations:

SUBMIT APPLICATION TO:
Dolores Turville, PAVTEC Coordinator
Rock Creek Campus
Portland Community College
12000 S.W. 49th Avenue Portland OR 97219

pavtec Newsletter

Portland Area Vocational/Technical Education Consortium June 1989

2+2+2 debuts

The 2+2 Tech Prep Program in electronics, concluding its third year, has metamorphosed into PAVTEC's first 2+2+2 Tech Prep Program in electronic engineering technology. While 2+2 articulates high school and community college vocational/technical education and culminates in an associate degree, 2+2+2 extends into a baccalaureate degree. It also links the 2+2 effort directly with business and industry. The third "2" of the new model is the Oregon Institute of Technology's upper-division program.

David Hata, director of the 2+2+2 program, says a model curriculum will be published this summer, and available in report form by September.

Tektronix, Inc., made an equipment grant to FIPSE/PCC Sylvania of 20 dualtrace oscilloscopes for use in five participating high schools—Benson, Cleveland, Hillsboro, Glencoe and St. Helens.

Word of the 2+2 Tech Prep Program has reached as far as Delgado Community College in New Orleans. PAVTEC representatives Don Johnson, Sherry Robinson, Dolores Turville, Al Miller and Dave Hata paid Delgado a consultancy visit early in May. Hata envisions the event as a pilot effort not only for Delgado, but also other community colleges around the country that request assistance in establishing 2+2 programs in electronics.

Mindy McDaniel has successfully completed the coursework to become a PAVTEC 2+2 graduate.

PAVTEC boasts first 2+2 graduates

PAVTEC officials are smiling more broadly this spring, because the first PAVTEC students are successfully completing the 2+2 program. Mindy McDaniel, 19, who will graduate at PCC in May, is typical of these first graduates. McDaniel is working on an associate degree in administrative secretary with word processing emphasis.

In 1987, Glencoe High School business instructor Trenna Lakson recognized in McDaniel, an ideal candidate for PAVTEC's 2+2 program. McDaniel was already planning to pursue a business program at PCC. Accounting instructor Diane Johnston agreed, and with Dolores Turville, they articulated McDaniel's business courses into PCC's business technology program. She enrolled in fall 1987 with four credits already on her transcript. PAVTEC gave her a boost last fall with a one-term tuition scholarship.

During McDaniel's last quarter, she has participated in Cooperative Work Experience (CWE) at Rodgers Organ Instrument in Hillsboro, where she has worked part-time for almost three years. After graduation, she will become the full-time secretary for the engineering department.

Perhaps the best overall service PAVTEC has provided McDaniel is a streamlined education. Besides starting PCC with credits from high school, she was directly referred to the business department, and already had an advisor selected. Finally, CWE has enabled her to integrate coursework directly with on-the-job situations.

PAVTEC's Mission

PAVTEC's mission is to enhance and strengthen the working partnerships between Portland Community College and the high schools of Region IX to provide the highest quality articulated vocational-technical courses and programs possible to the citizens of the Portland area.

Consortium Chair's Corner

By Don Johnson

PAVTEC, like Region IX, covers Washington, Multnomah, Columbia, Yamhill and Clackamas Counties. Members who serve on PAVTEC's various committees, find themselves coming, at least monthly, from such areas as St. Helens, Newberg, Lake Oswego, Hillsboro and Portland. Weather and already-full schedules sometimes have taken their toll on attendance, but the good work has prevailed and the results are evident. The third annual report, issued in mid-April, reported PAVTEC's achievements in completing the first-year priorities of a three-year plan.

The report noted the following highlights:

- Restructuring of program management format and organization
- Revision of the Special Needs Directory and cluster workshops for vocational programs; and development of a matrix to determine skills
- Development of a Benson High School/PCC demonstration project
- New articulation programs through mini-proposals
- Continuation and expansion of FIPSE-sponsored 2+2 Tech Prep program and inservice workshops for laboratory improvement
- Staff development in welding, spreadsheets and Principles of Technology; and workshops for high school counselors
- Marketing with brochures and posters
- Identification of new avenues of articulation
- Development of a formal process for strategic planning
- Design of process to track articulation efforts
- Provisions for evaluation of PAVTEC/Region IX activities
- Awarding of scholarships as incentives
- Increase in student participation and in letters of agreement between high schools and community colleges.

Portland Area Vocational-Technical Education Consortium

Consortium Chair	Don Johnson
Program Improvement Chair	Don Johnson
Special Needs Chair	Sherry Robinson
Special Assistant	Al Miller
Program Improvement Coordinator	Dolores Turville
Special Needs Coordinator	Linda Skaug
Newsletter Writer	Maggie Lang
Newsletter Editing and Layout	Christie Gray
Printing	Washington County ESD

Regional Coordinators

Ron Munkres	Washington/Columbia Co. ESD
Warren Rathbun	Portland Public Schools

Members: *Portland Community College; Region IX High School Districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Lake Oswego, Newberg, Portland, St. Helens, Scappoose, Sherwood, Tigard, Vernonia), The Portland Private Industry Council, Oregon Department of Vocational Education, Oregon Alliance, Washington County ESD.*

Glossary

ARTICULATION - a linkage. PAVTEC coordinates articulations between high schools, the community college, business, industry and labor. Between the high schools and community college, articulation may happen at several levels. Course to course and program to program are two examples. The 2 + 2 Program is a fully developed program articulation linking two years of course work at the high school and two years of course work at the college in the same program area and netting the student a college degree.

SPECIAL NEEDS - Those students qualifying as Disadvantaged or Handicapped.

HANDICAPPED - A student who has one or more of the following conditions severely enough to adversely affect the student's academic performance: deafness, blindness, multi-handicap, specific learning disability, hard of hearing, visual impairment, severe emotional disability, mental retardation, developmental disability, deaf/blind, speech impaired, other health impaired, orthopedically impaired.

DISADVANTAGED - MUST NOT be Handicapped; MAY have limited English proficiency or MAY be academically disadvantaged or economically disadvantaged.

Do You Have a Story for the PAVTEC Newsletter? Call Ron Munkres at 690-5409

Clare Ferner (left), a tutor who works with learning disabled students, listens as student Jyl Burns talks about the challenges of being learning disabled.

Tom Turner discusses creative financing during the April workshop.

Jeannine Baird discusses the college admissions paper trail.

Counselor workshops prove helpful

A series of workshops designed for high school counselors has proved to be one of PAVTEC's most successful and popular activities this year.

The first workshop in January attracted 33 participants, who learned how critical they are to the process of getting students through the paper trail of college admissions and financial aid forms. High school students considering PAVTEC opportunities for higher education must start planning before graduation—later is too late.

Vocational educators cannot afford to turn out technicians who can neither read nor compute, says program improvement coordinator Dolores Turville. Oregon Alliance research indicates that community college first-year vocational education materials are at a grade 8-10 reading level. Therefore, PAVTEC is placing increased emphasis on math, science and English proficiency.

The second workshop in February covered health technology careers. Participants learned that careers in health care are not only in high demand, but also can pay well, even at the entry level.

Speakers provided information on diagnostic testing procedures for new community college students, and on the necessity of providing tutoring and note-taking services for learning disabled students.

The latter part of the workshop was devoted to two students who shared their experiences and observations.

As a learning disabled student, Derek Culver said the Resource Center wasn't enough for him. He has succeeded in his diesel studies at Rock Creek with tutoring, small classes, the services of an Alternative Learning Center, and access to his counselor. "The neat part about it is my teacher knows my disability, so when I go ask him, he takes all the time I need," concluded Culver, whose current GPA is 4.0.

"If I'd known I had a learning disability, it would have helped," said Sylvania student Jyl Burns regarding her high school career. "No one recognized it." When she found out later, she returned to her teachers and urged them to read, "Why Johnny Can't Read." Burns is currently studying to become a licensed masseuse. "Go to class," is her advice for high school students. " Even if your homework isn't done, go to class anyway. Ask questions."

Creative financing was the theme of the third workshop in April. Tom Turner, director of special services for the Oregon State Scholarship Commission, provided many ideas that counselors could pass along to parents. The earlier parents start building a fund, even with as little as $10 a month, the less they will need to borrow later on, he noted. Newer categories of financial products for college savings include baccalaureate (tax-free "zero coupon") bonds, Series EE US savings bonds, and pre-paid tuition trusts (currently under consideration in Oregon). Turner identified numerous resources available to search for scholarships, but he cautioned that "It's just hard work!"

The workshop concluded with a 13-member panel describing scholarships available at the local level.

Bevy of bills aid Voc/Tech education

Education is a high priority in Oregon, as evidenced by hearty endorsements several bills have received from legislators in both the House and Senate. HB 3090 provides funding specifically for the 2+2 program; HB 2613 allows both high schools and community colleges to account for expenditures incurred for students who are enrolled in both simultaneously; SB 2132 attempts to set up a definition of basic aid; SB 1158 (Oregon Workforce 2000 Act) is an umbrella bill including 2+2, which requests funding from lottery proceeds.

While discussing the status of the above bills at its most recent meeting, the Steering Committee pointed out PAVTEC needs teaching units, equipment upgrades and a mobile assessment center.

As this newsletter goes to press, the outcome of the bills is pending, as are most of hundreds of other bills. If this legislative session is typical, the bills must survive the Senate Ways and Means Committee, and then go to the floors of both houses amid a flurry of voting in June.

Program demonstrates academic and vocational integration

The Chemeketa Community College staff has developed a FIPSE grant (Funds for the Improvement of Post Secondary Education) project to relate vocational/ technical education with the humanities. Larry McClure, director of the Education and Work Program, Northwest Regional Educational Laboratory, notes that the project parallels one of PAVTEC's "New Avenues for Articulation" goals—to promote the integration of academic and vocational subject matter at the high school level.

Planning for Benson High School drafting demo is well underway

The Benson High School Drafting Demonstration Project Committee is off to a good start. As chairman Robert Hammann described the most recent meeting on April 11, a light bulb clicked above the heads of committee members. The question was no longer "Can we?" but "How can we?"

The committee, composed of staff from Benson High School and PCC, has drafted a mission statement, identified project components, determined project management and addressed questions regarding integration of basic skills, vertical articulation and the involvement of disadvantaged/ handicapped students.

"Members from both staffs are beginning to get excited about the possible benefits from the endeavor for students in the Portland area," says Hammann. The project will be a true 2+2 vocational program in drafting. It is designated for implementation in fall 1990.

Nominations requested

Exemplary use of PAVTEC services will soon be acknowledged, thanks to a planning committee arranging an Awards and Recognition event for fall 1989. Nominations are currently being accepted to honor individuals and organizations to their accomplishments and level of involvement with PAVTEC's program goals and operations.

Eligible for nomination are current PAVTEC officers, teachers, counselors, principals, vice-principals, superintendents, building/organizations/districts, business associates, and individuals/groups outside PAVTEC who have contributed to PAVTEC's goals and direction.

Statistics show vocational education makes sense

Statistics show that high school senior classes are minus at least one-fourth of classmates who quit school before graduation. Approximately half of the graduates go on to college, and one-fourth of them don't finish the first year. A college education does not ensure employment, and for certain, steady, meaningful employment for dropouts is questionable.

Statistics also show that 95 percent of students who finish vocational education programs get jobs. They have a lower rate of unemployment, are employed for longer periods, and earn more than their counterparts who don't finish vocational education.

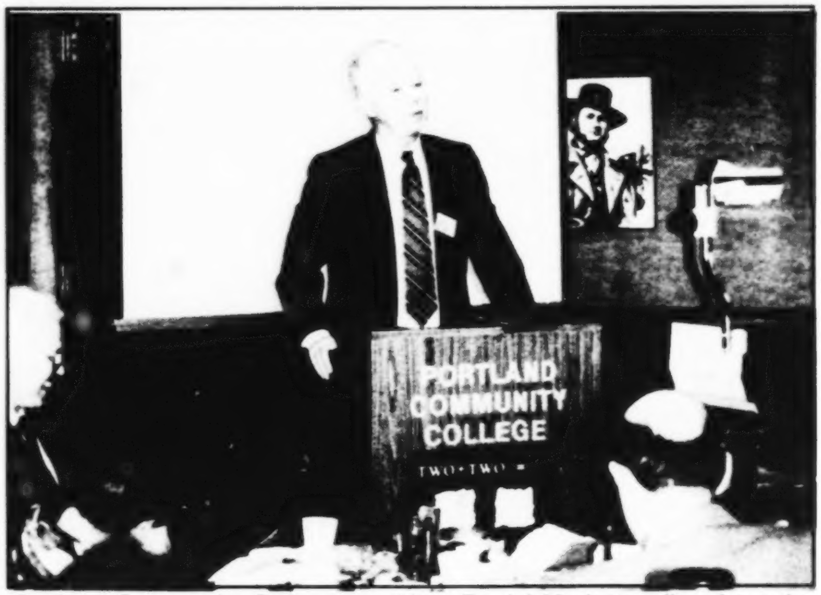
The facts make a strong case for vocational education in high schools, in spite of a lingering perception that it is a second-best option. Oregon's success in secondary vocational education is better than the national average, but it must get better, notes Darrell Ward, assistant superintendent of Vocational Education with the Oregon Department of Education.

How?

Improve the integration of curricula with the labor market, blend job and academic skills, upgrade technical and instructional skills of teachers and counselors, support hard-to-reach students, and increase student access by means of more and better-connected programs, more choices and greater flexibility.

PAVTEC members plan for 1989-90

The Special Needs Task Force recently targeted their efforts for 1989-90 at a May 11 and 12 planning retreat. The PAVTEC consortium planning session to incorporate all of PAVTEC's activities for 1989-90 into a master plan was May 25. The possibility of some state funding to be added to federal 2+2 program funds makes this year's plans vitally important for PAVTEC's immediate future.



Portland Community College president Daniel Moriarty talks about the marketing of PAVTEC during the recent annual superintendents' meeting.

Annual superintendents' meeting highlights accomplishments

The Superintendents/President's Meeting of April 19 drew an estimated 50 guests to PCC's Rock Creek Campus. PAVTEC chairman Don Johnson delivered an upbeat introductory message, and the speakers who followed him had equally positive things to say about PAVTEC's accomplishments this past year.

Sherry Robinson, Special Needs Task Force chairwoman, noted the group has been able to offer workshops and a transition fair, has updated the Special Needs Directory, and is on-target for implementing its three-year plan.

Guest speakers included Gary Lucas, superintendent, Forest Grove School District, and Daniel Moriarty, president, Portland Community College.

Lucas said the highlight of Forest Grove's activities with special needs students was a scholarship—the first ever awarded by the Rotary Club to a student with a modified diploma.

Moriarty emphasized the difficulty of marketing PAVTEC. Although it is a successful enterprise, peer pressure among students who want to get into prestigious universities still causes some students to ignore other options.

Summer classes include math, communications, technology and college survival

A second series of instruction on spreadsheets is underway at PCC Rock Creek, and will continue through May. Participants may select either beginning or intermediate Lotus 1-2-3, and may obtain credit if desired.

High school PAVTEC and PCC students may enroll in two special summer courses. Applied Communications and Applied Math will be offered at Hillsboro High School June 21-July 28. This is a pilot project designed to provide basic skills necessary for students to succeed in career/vocational education programs.

An inservice on Principles of Technology is set to start June 19. The class is intended to be a hands-on approach to teaching physics, and is designed to benefit teachers of math, science, and vocational education.

The Special Needs Task Force has prepared a workshop for students with limited English skills. "College Survival Skills" will be June 12-14 at the PCC Sylvania Campus, and will provide language testing, schedule advising and class placement for students, as well as a campus tour and introductions to instructors and support personnel.

Workshop tells of assistance available to LEP students

While special needs instructors know that some students require specially tailored education programs, the "how" of adapting can still be elusive. Lorna Kern and Nancy Challey, technical learning skills instructors, and Lauren Kuhn, psychology instructor, all of PCC Sylvania, presented a workshop last January at the Greenwood Inn. They showed how to adapt programs to Limited English Proficiency (LEP) students. The techniques successfully being used for Asian students in automotive studies at Sylvania were applied to a similar situation with students in early childhood studies.

Workshop participants learned also that LEP students need guidance in establishing themselves in a classroom, because they lack skills in self-assertiveness.

At an April inservice, Linda Skaug, special needs coordinator, discussed with Portland Public Schools administrators and LEP instructors the many services PCC has to make the high school-to-college transition smoother. Those services include assistance with registration/financial aid/class selection, and job referral/job placement. Entities within PCC who can help are Support Services in Developmental Education, the Alternative Language Center, and counselors.

Program Information/Testing Letters of Agreement - 1988 and 1989

Program	PCC Faculty Rep.	Testing Sites
Agriculture	Don Hunter	High School
Auto Body	Steve White	High School
Auto Services Technology	Jim Blackburn	High School
Business/Office	Sue George	High School
	Ardis Sheridan	
	Dolores Turville	
	Mike Fritz	
Diesel Technology	Fred DeWitt	Rock Creek by appt.
Drafting	Tom Macready	High School
	Al Matilla	
	Gary Reedy	
Early Childhood	Elnagene Freeman	High School
Electronic Engineering	Dave Hata	High School
Graphics	Thom Perry	High School
Landscape Technology	Dick Hollenbeck	High School
Machine Technology	Mike Flaman	Sylvania by appt.
	Wally Thomas	
Marketing	Don McCollum	High School
Mathematics	Dick Clark	PCC, May 20 & June 3
Medical Terminology	Joan Hayward	High School
Industrial Occupations	George Stevens	High School
Trade Extension	Terry Jenkins	
Apprenticeship	Don Erickson	
Welding Technology	Harry Feldman	Rock Creek by appt.

Summary of Agreements

Banks
- Agriculture
- Business/Office Administration
- Drafting
- Mathematics
- Welding

Beaverton
- Business/Office Administration
- Drafting
- Mathematics
- Welding (Aloha)

Forest Grove
- Agriculture
- Business/Office Administration
- Drafting
- Mathematics
- Medical Terminology
- Welding

Gaston
- Math
- Welding

Hillsboro
- Business/Office Administration
- Drafting
- Early Childhood Education
- Electronic Engineering Technology
- Machine Technology
- Mathematics
- Welding

Lake Oswego
- Business/Office Administration
- Mathematics

Newberg
- Agriculture
- Business/Office Administration
- Mathematics
- Welding

Portland
- Auto Body
- Automotive Technology
- Business/Office Administration
- Diesel
- Drafting
- Early Childhood Education
- Electronic Engineering Technology
- Graphics
- Industrial Occupations Trade Ext/Apprenticeship
- Landscape Technology
- Machine Technology
- Mathematics
- Medical Terminology
- Welding

St. Helens
- Business/Office Administration
- Drafting
- Electronic Engineering Technology
- Machine Technology
- Mathematics
- Welding

Scappoose
- Business/Office Administration
- Drafting
- Mathematics
- Welding

Sherwood
- Business/Office Administration
- Mathematics
- Welding

Tigard
- Business/Office Administration
- Early Childhood Education
- Marketing
- Mathematics

Vernonia
- Business/Office Administration
- Mathematics

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